

# **2000/2001 MS III Cadet Survey Findings**

**Data Collected in Fall School Year 00-01**

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Operations and Evaluation**

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# Executive Summary

## Critical Issues:

- ✓ **Despite being contracted, several aspects of the program lead to MS3 cadets uncertainty about remaining to commission.**
  - **Cadets like and learn from FTXs and training more than classroom instruction, but when they dislike classroom instruction, they tend to be less certain of commissioning. Therefore, classroom instruction (when it is bad) is a potentially strong disincentive to commissioning.**
  - **Cadets with mentors and a positive view of cadre are more likely to commission.**
  - **Cadets with scholarships are more likely to commission. Cadets with other sources of funding are much less likely.**
- ✓ **MS3 cadets are not as enthusiastic about AROTC as MS2s.**
- ✓ **Cadets are most influenced by parents, then by Army ROTC Cadre.**
- ✓ **HS Guidance Counselors and HS Coaches are untapped sources of influence and support (this is an under-utilized resource).**
- ✓ **Cadets need to believe career opportunities are as good or better in the Army as civilian sector or they will not stay in**

# Executive Summary

## Demographics:

### Ethnicity of sample is similar to parent population:

- Hispanic accounted for more of MS3s responding than MS1s.
- African-Americans accounted for 12.1% of the sample.
- Females accounted for 25% of the sample.

### ✓ Majors:

- Of those decided, social sciences, criminal justice, business and liberal arts were predominant majors.
  - Engineering drops dramatically between MS1 and MS3 populations.
- ✓ Prior service MS3s higher than MS1s but still a minority.
- ✓ Military family experience of MS3s higher than MS1.
- ✓ Military family experience seems to affect retention from MS1 to MS3, but by MS3, no difference in plans to commission exists between cadets with immediate family military experience and those without.
- ✓ There are no characteristics of the sample that would

## **Executive Summary Continued**

### **Contracting:**

- ✓ **Career opportunities and scholarships lead the reasons to contract.**
- ✓ **Leadership development and interaction with cadre were noted as important in the decision to contract.**
- ✓ **Ranger Challenge, Counseling and Social Events were very neutral in their effects on the cadets' decision to contract.**
- ✓ **Working had a cumulative negative impact on the decision to contract, and thus was the lowest rating in the decision to contract.**
- ✓ **Parents were not claimed as a strong influence to contract by many cadets but parents were influential in the decision to remain until commission.**
- ✓ **Fellow students did not influence to contract, nor did the administration or teaching staff.**

## **Executive Summary Continued**

### **Program Elements:**

- ✓ **Counseling got a generally bad report card from cadets.**
- ✓ **Cadets overwhelmingly respond to FTXs as the type of instruction that they learn the most from and like the most.**
- ✓ **Moreover, those cadets who responded most favorably to FTXs were also the same cadets who indicated the strongest commitment to completing AROTC and commissioning.**
- ✓ **Cadre are generally viewed in extremely positive terms by cadets with the exception of an infrequent perception of close-mindedness.**
- ✓ **The instruction is positively regarded; however, the level of challenge presented the cadets may be insufficient, particularly physical challenge.**
- ✓ **The quality of classroom instruction impacted on the decision to commission, but classroom instruction was not a preferred learning style.**

## **Executive Summary Continued**

### **Perception of Needed Improvements:**

- ✓ **Classroom space is not an issue with cadets.**
- ✓ **Computers, library materials and most importantly, training materials are perceived of as inadequate.**
- ✓ **Cadre are seen as sufficient in quality, but 26% say they need more cadre or better access to cadre.**
- ✓ **These results are consistent with previous years' results and with the perceptions of other MS levels.**

### **Impact on Personal Lives of Contracting to Commission:**

- ✓ **Cadets saw an impact on their major field of studies.**
- ✓ **Some cadets showed concern over impact on family.**
- ✓ **Sleep was a common complaint but did not**

## **Executive Summary Continued**

### **MS3 Cadet Finances:**

- ✓ **Applying for scholarship is linked to continuing in ROTC.**
- ✓ **Scholarships are extremely important to stay in school for those getting them.**
- ✓ **The more a cadet relies on Army ROTC for financial support, the greater the chance of commissioning.**
- ✓ **Loans and parental support reduce the commitment of the cadet to commission.**
- ✓ **All but 13% of cadets work in the summer and 58% work during the school year.**
- ✓ **MS3 cadets work more hours during the school year than MS1s, despite most being on scholarship and the greater demands of the junior year in school.**
- ✓ **Advanced Camp pay is considered insufficient by the majority of cadets who feel that the low pay will be a financial burden.**



## **Executive Summary Continued**

### **Summary of MS3 Retention:**

- ✓ **Although most cadets were planning to commission, a significant number were undecided or determined not to stay to commissioning.**
- ✓ **Why cadets plan to remain until commissioning:**
  - **Cadets believed that Army ROTC and being an officer will assist in their future civilian careers.**
  - **Cadet's college education financially tied to AROTC.**
  - **Cadets remaining believe that a career as an Army officer is a viable choice.**
- ✓ **Influence on commissioning:**
  - **Cadre positively influence.**
  - **Classroom lecture that is low quality has a negative impact.**
  - **Cadre counseling does not positively contribute to retention.**
  - **Scholarships have a positive effect on commissioning, but only if the cadet is convinced that the other program benefits and officership are advantageous.**

## **Executive Summary Continued**

### **Summary of MS3 Retention Implications:**

- ✓ **Cadre must continually convince cadets of the inherent benefits of Army ROTC and being an officer in the Army or they will not remain in the program.**
- ✓ **Instructional cadre should minimize lecture time, but should make every endeavor to assure that needed lecture is of surpassing quality.**
- ✓ **Cadre should not assume that once contracted a cadet will remain in the program.**
- ✓ **Commanders at every level should review counseling methods to assure that the results of counseling are not to lower retention.**
- ✓ **Cadet Command must increase the chances of a cadet getting branch of choice.**

### **How the survey was conducted:**

- ✓ **The purpose of the MS3 survey was to determine what program elements and influences impacted on the MS3 decision to contract and commission.**
- ✓ **The survey focused on perceptions of the program as relate to plans to commission.**
- ✓ **All schools were notified of the survey dates, and cadets completed the survey on the Internet.**
- ✓ **2631 valid surveys were completed in October-November 2000.**

### **Differences between sample and all MS3s:**

- ✓ **No statistically significant differences existed between the sample and all MS3s.**

## **Demographics:**

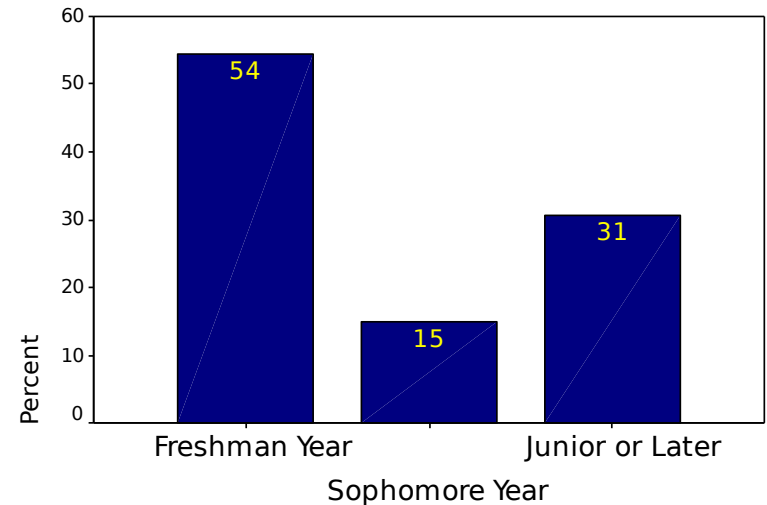
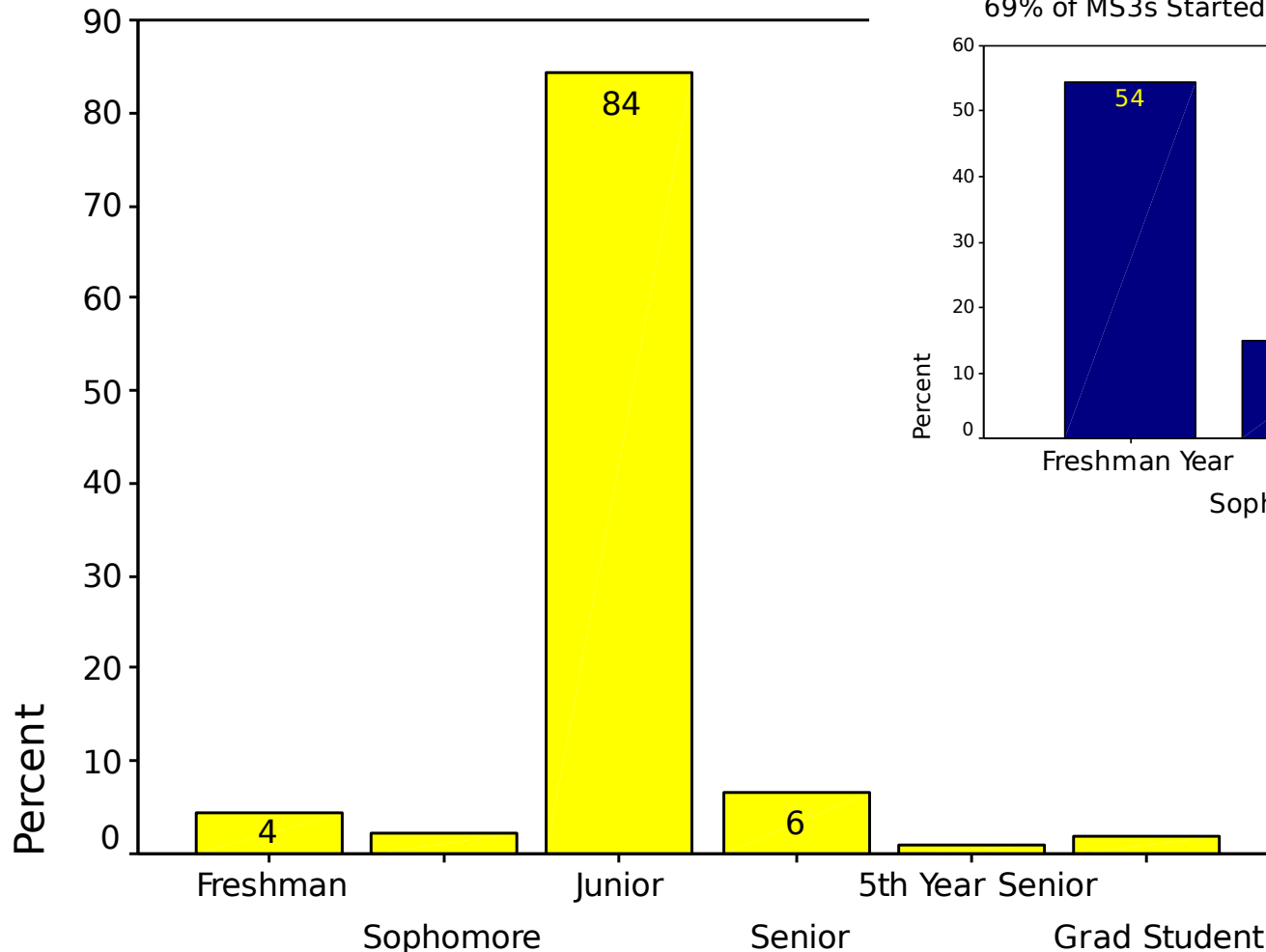
- **School Year, When Started ROTC**
- **Ethnicity**
- **Majors**
- **Military Experience**
- **Family Background**

# Despite Increase in Lateral Entry, ROTC Remains a Progression Program

84% of MS3s Were Junior

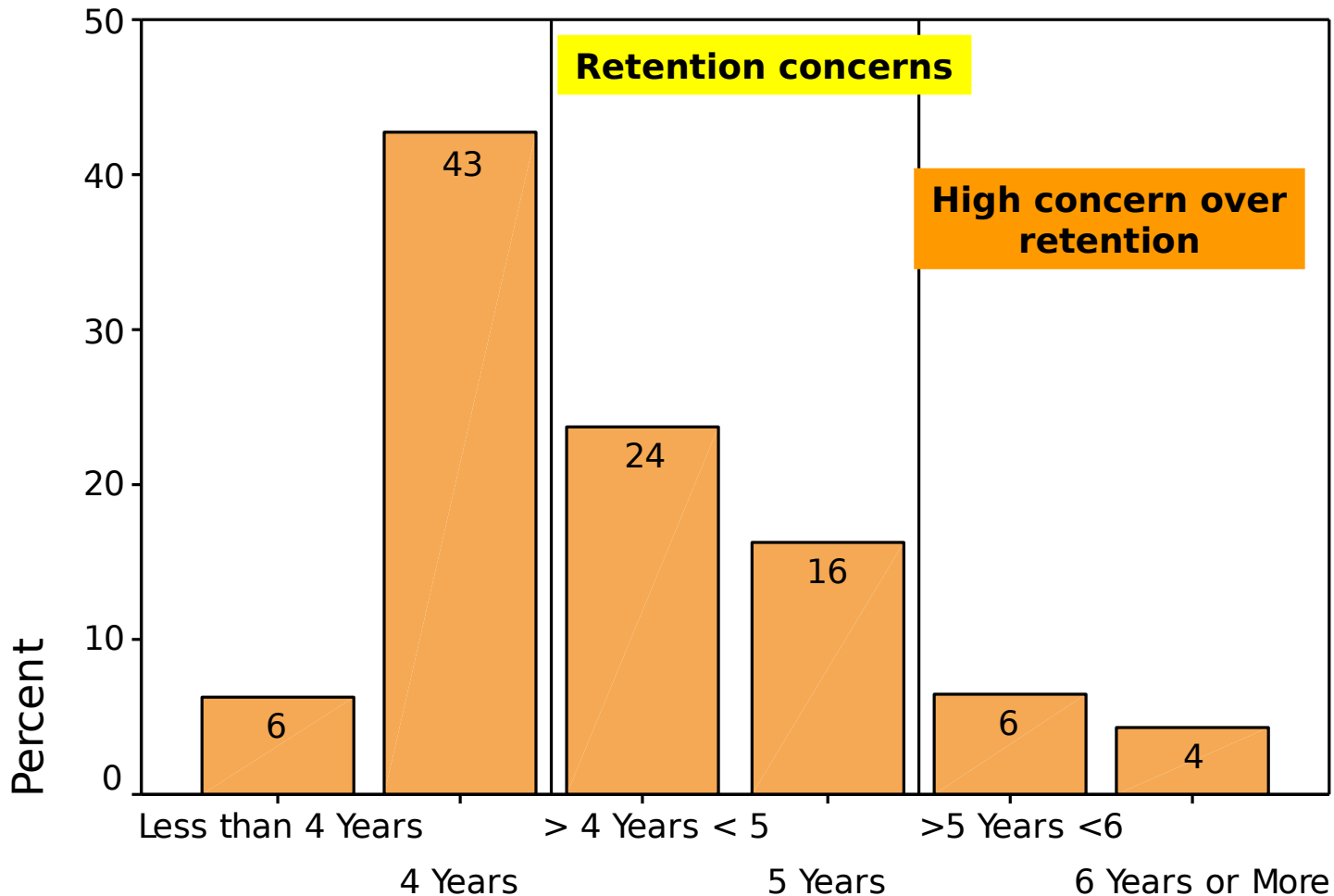
When Started ROTC

69% of MS3s Started Before Junior Year



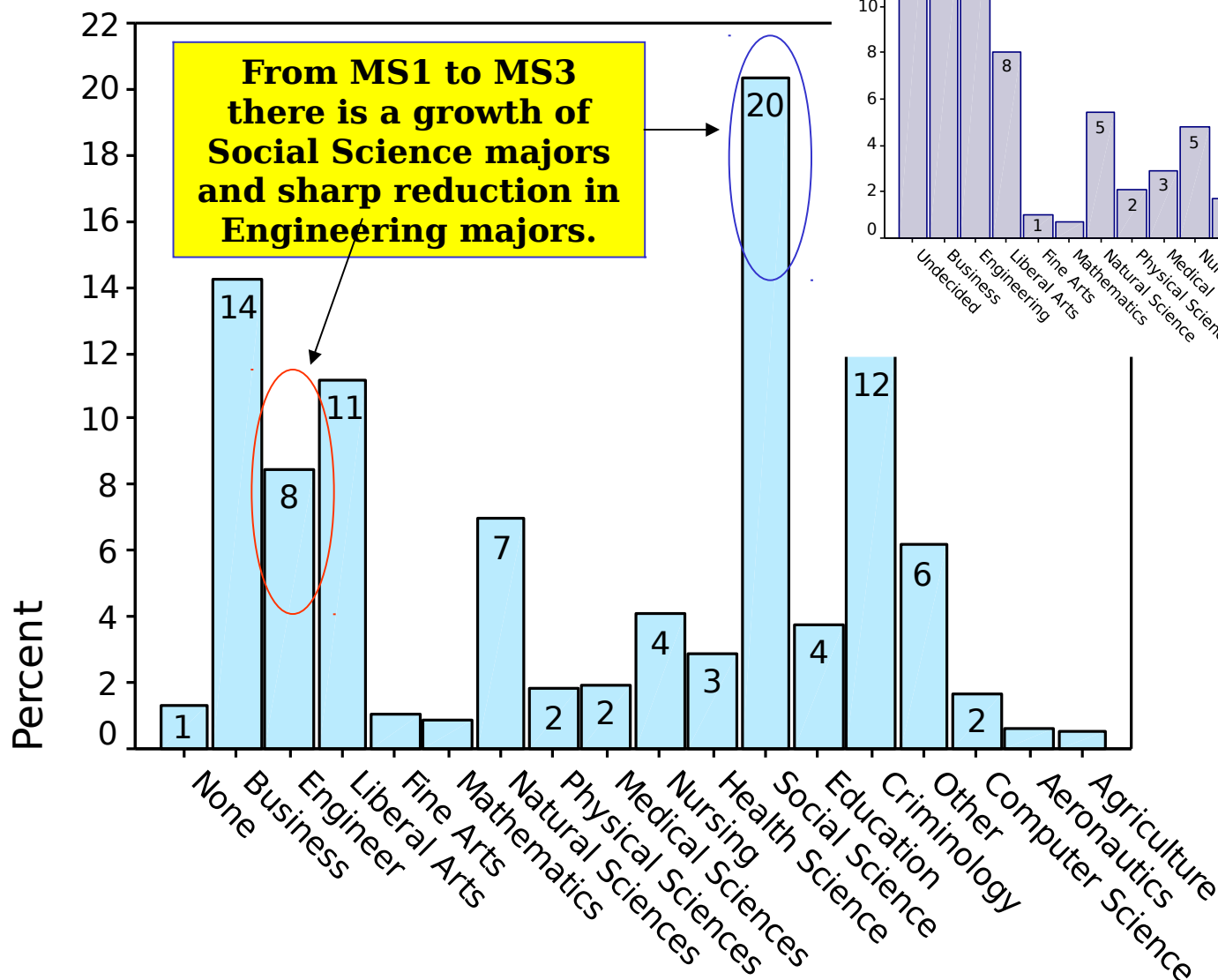
# Half of Cadets Will Complete Degrees

In 4 Years; Half Will Take Longer

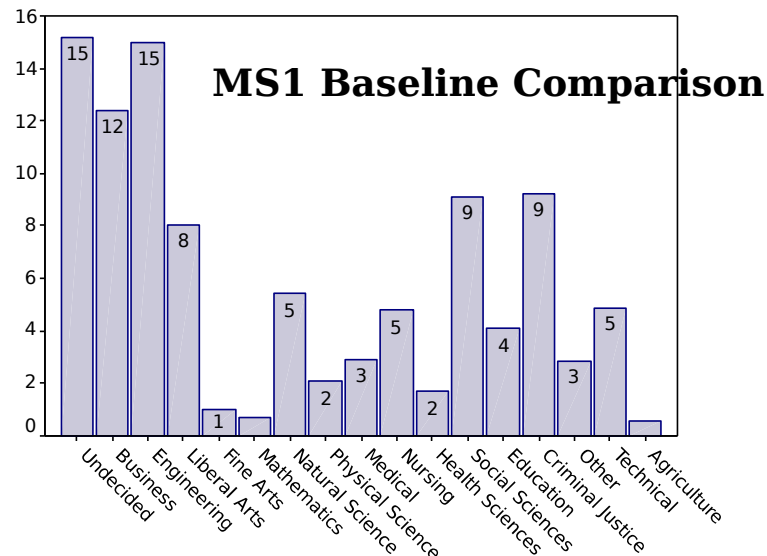


# MS3 Breakout

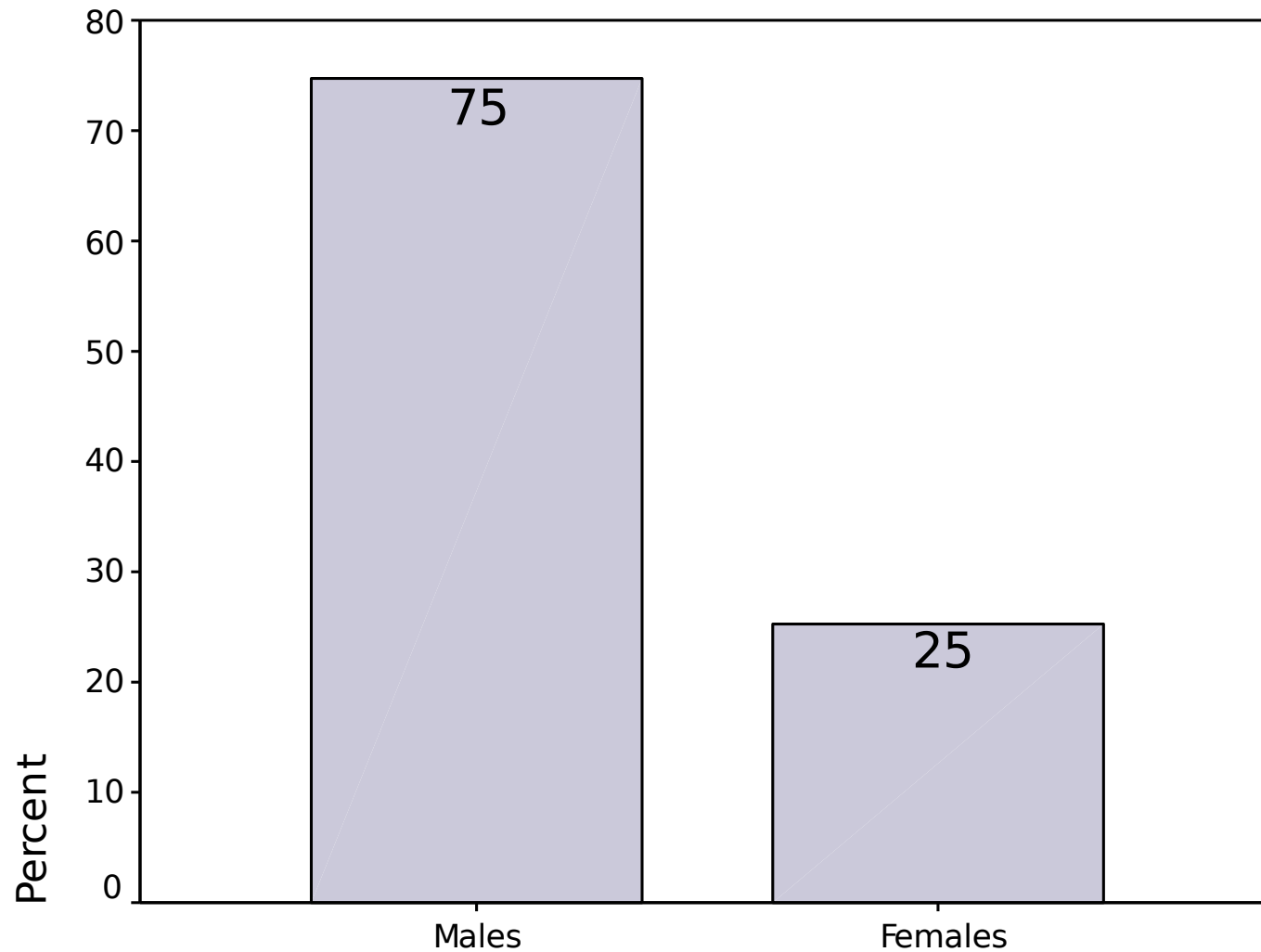
## Breakout of Majors



Major Fields of Study (percent)

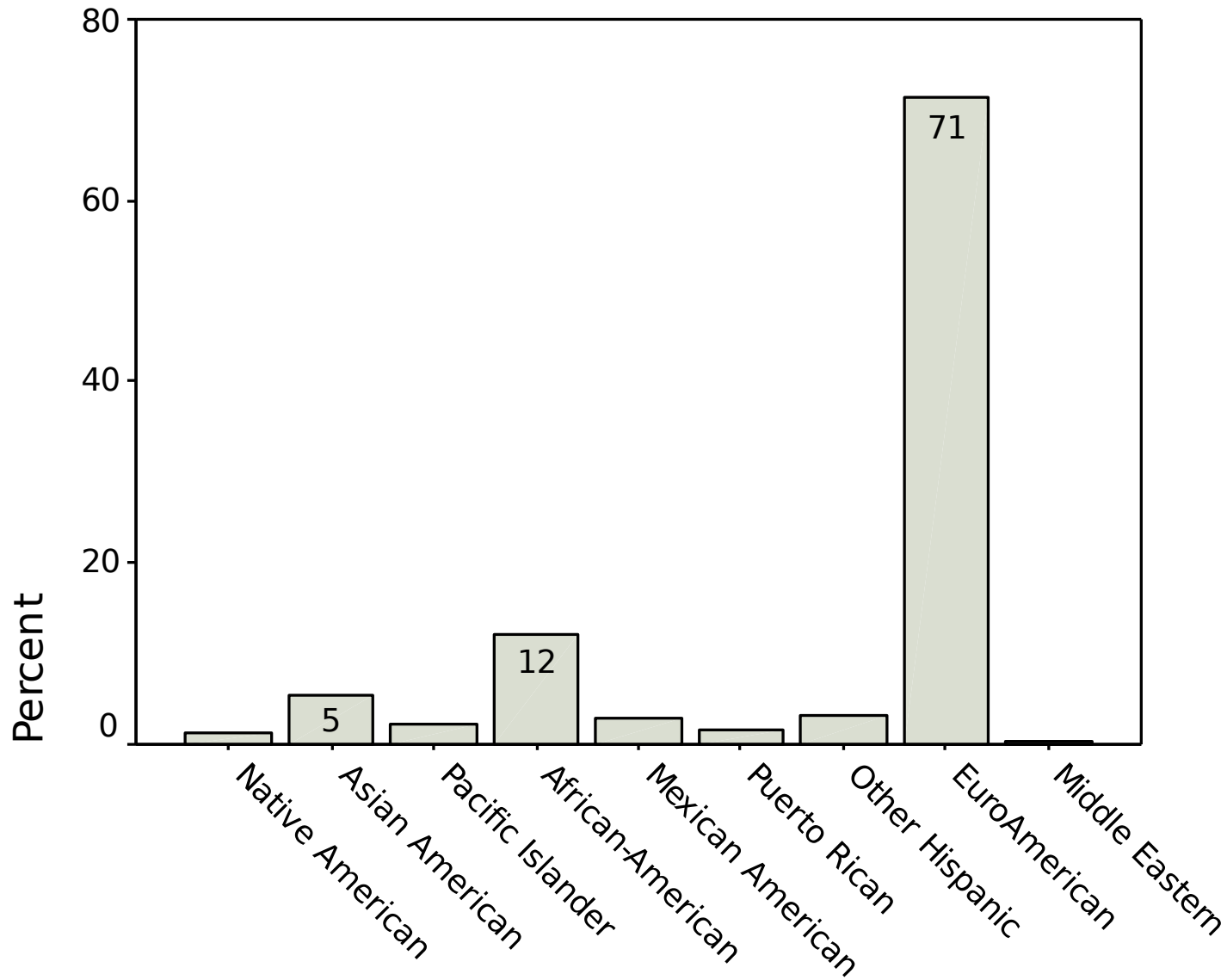


## Gender of MS3s Exactly Representative

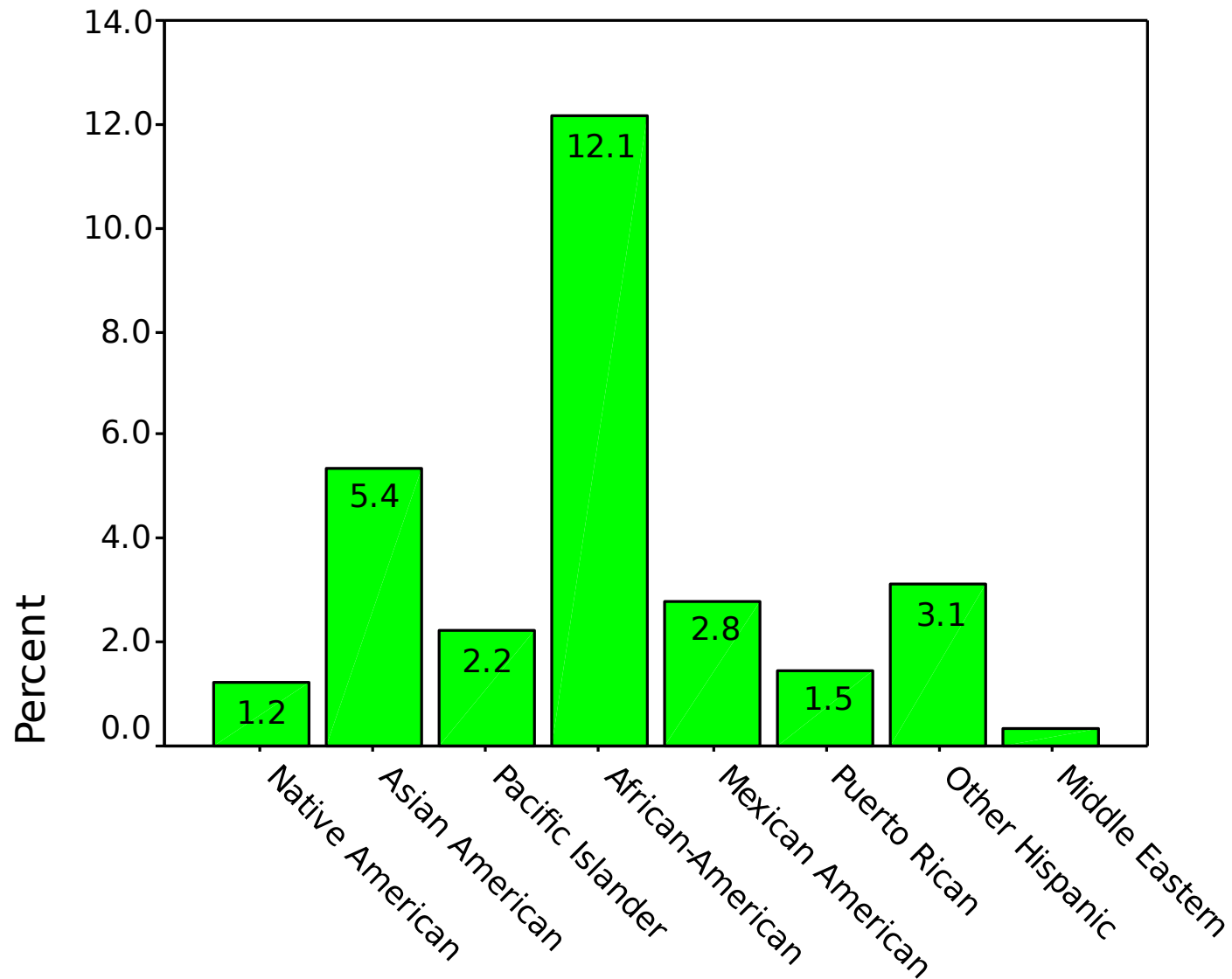




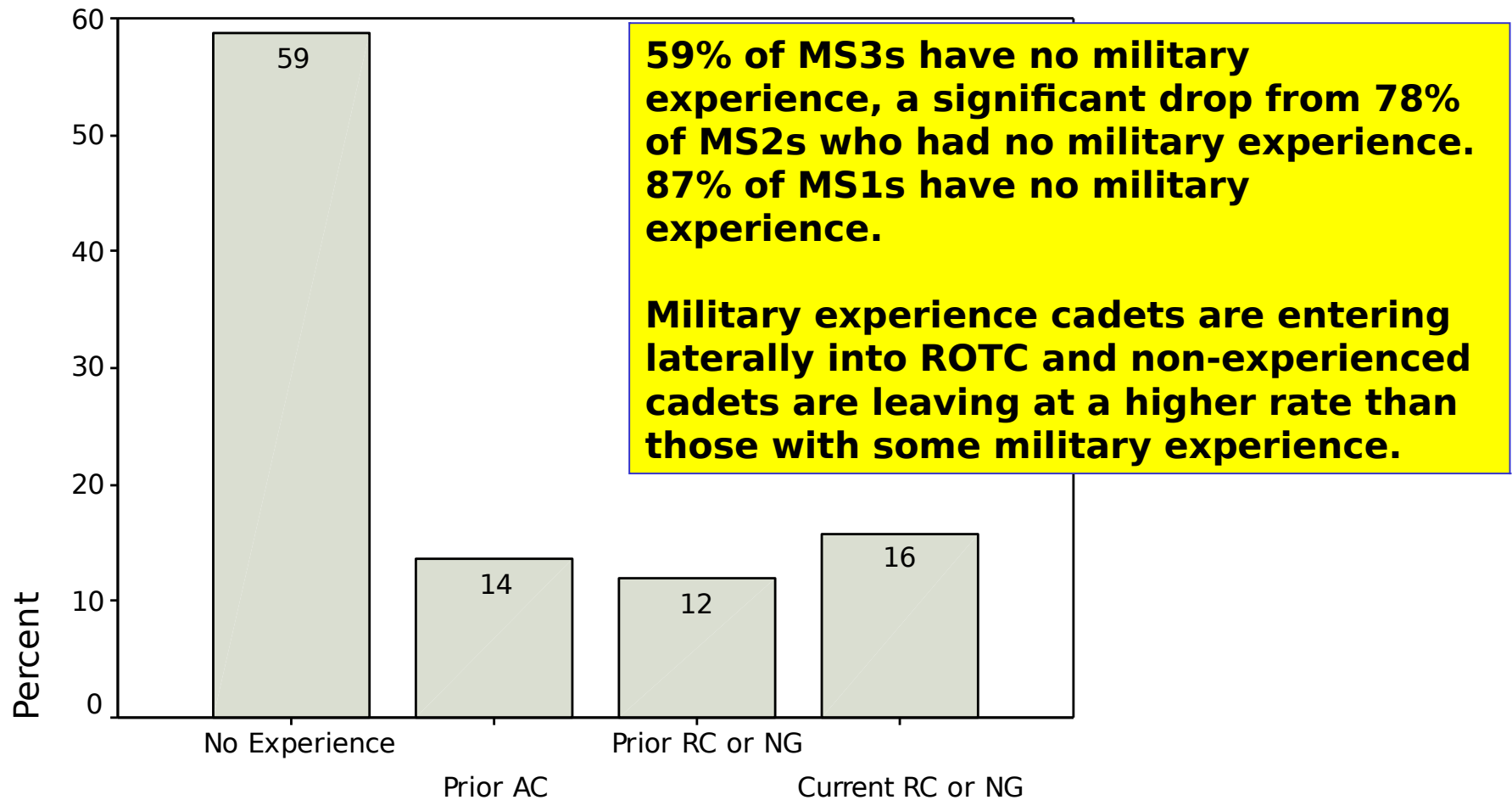
# Ethnicity Breakout of MS3s



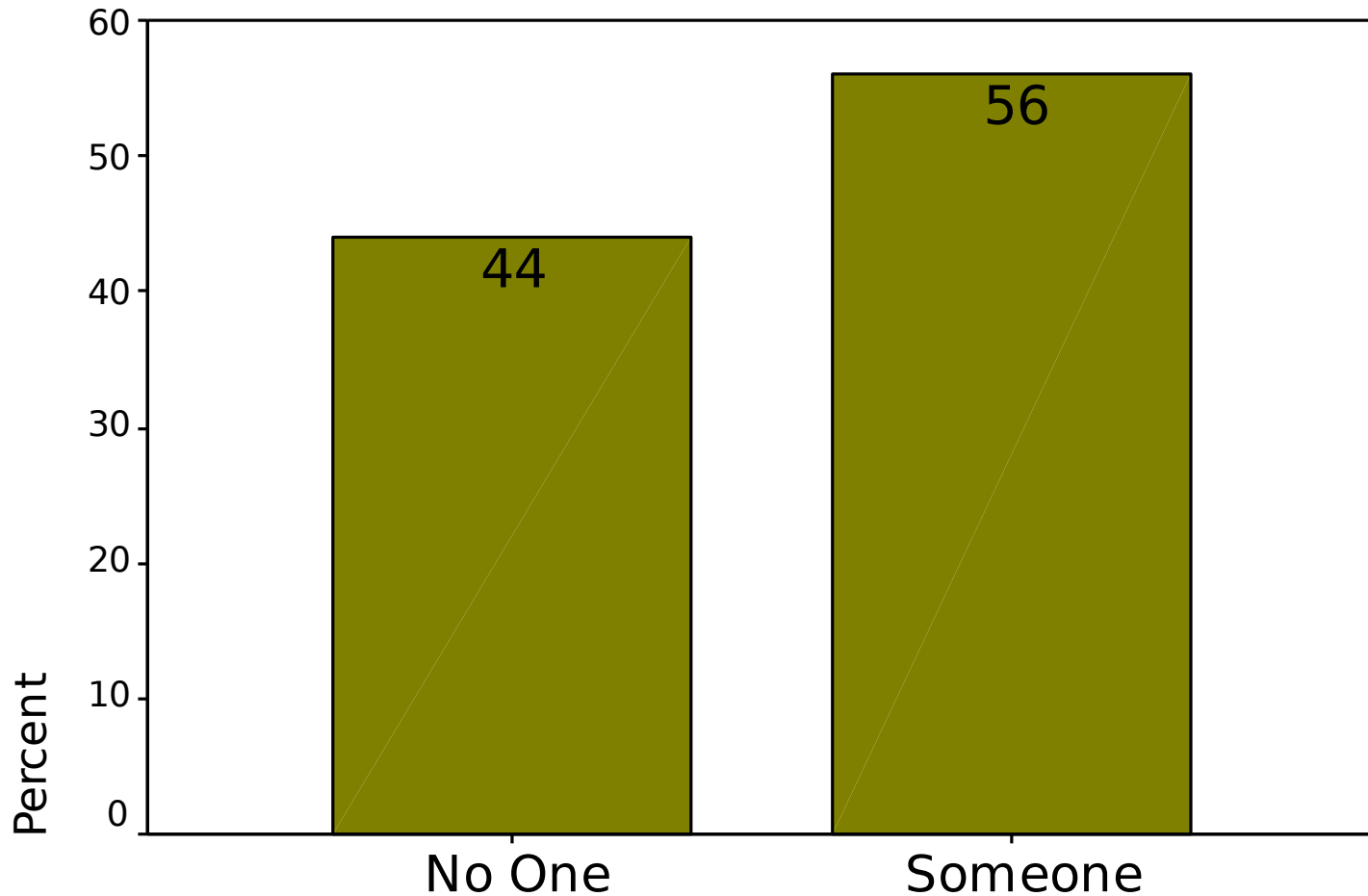
## Minority Breakout of MS3s



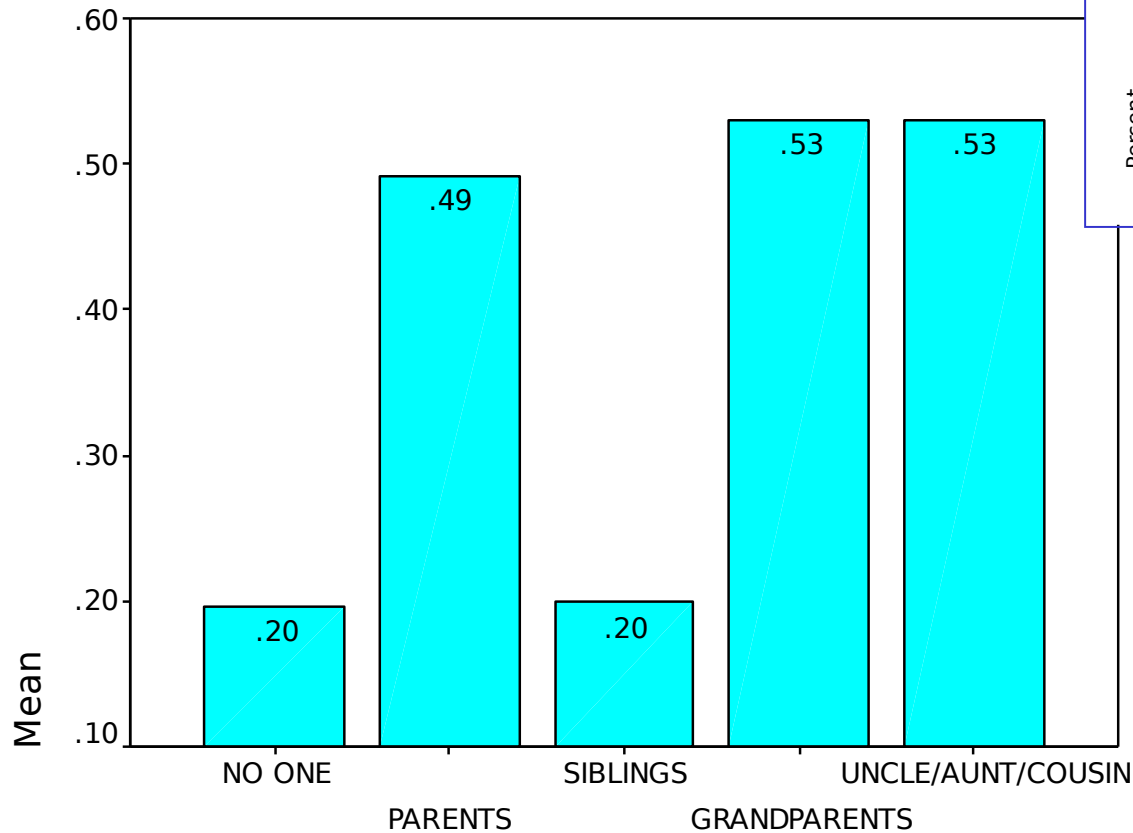
## 26% of Cadets Are Prior Service



# 56% Have Immediate Family With Military Experience

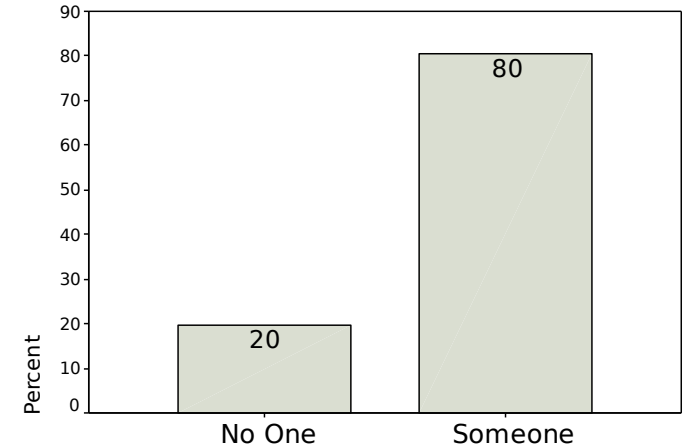


## Breakout of Family Member Affiliation



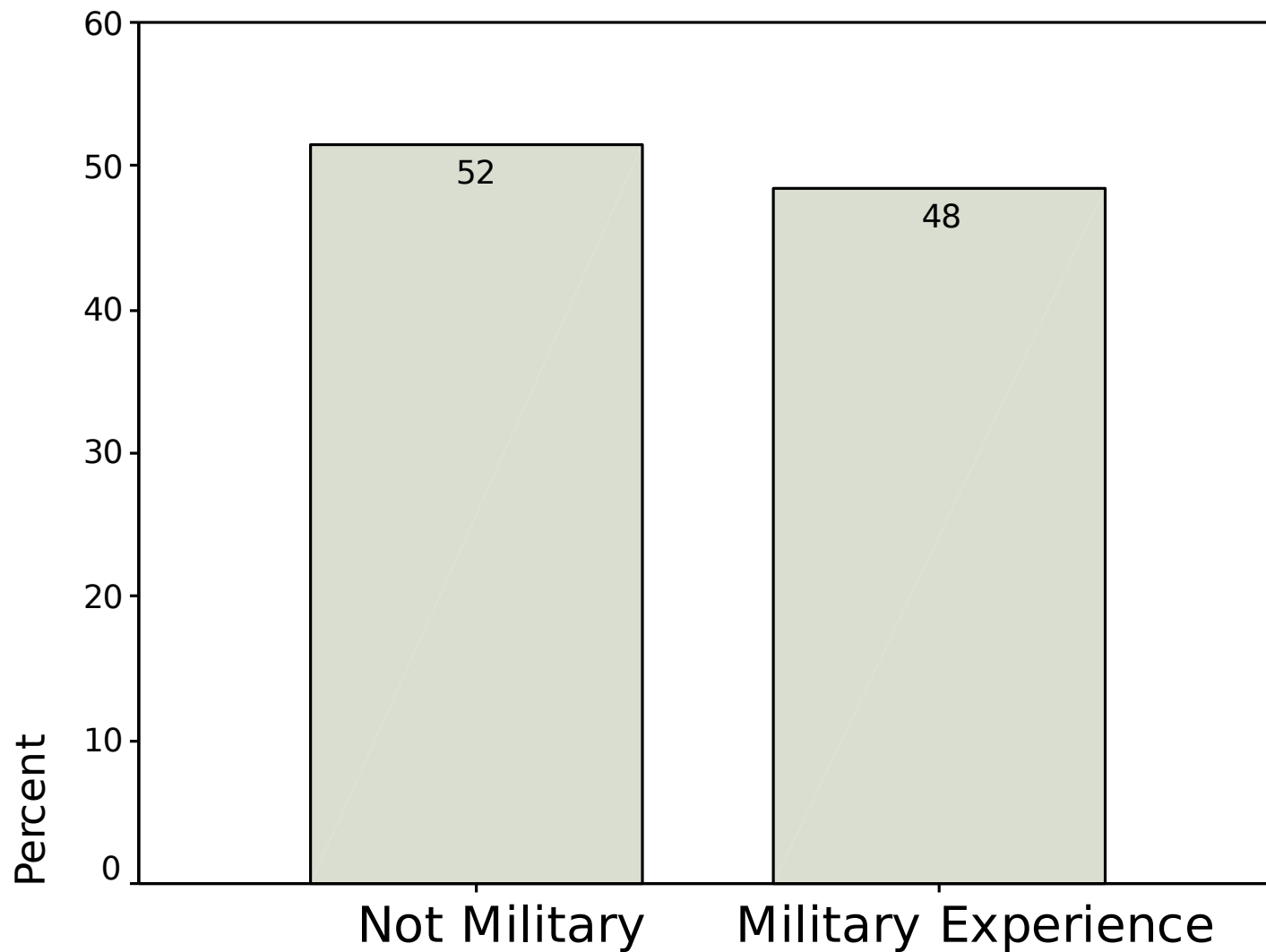
### 80% Have Military in Family

Includes extended family members

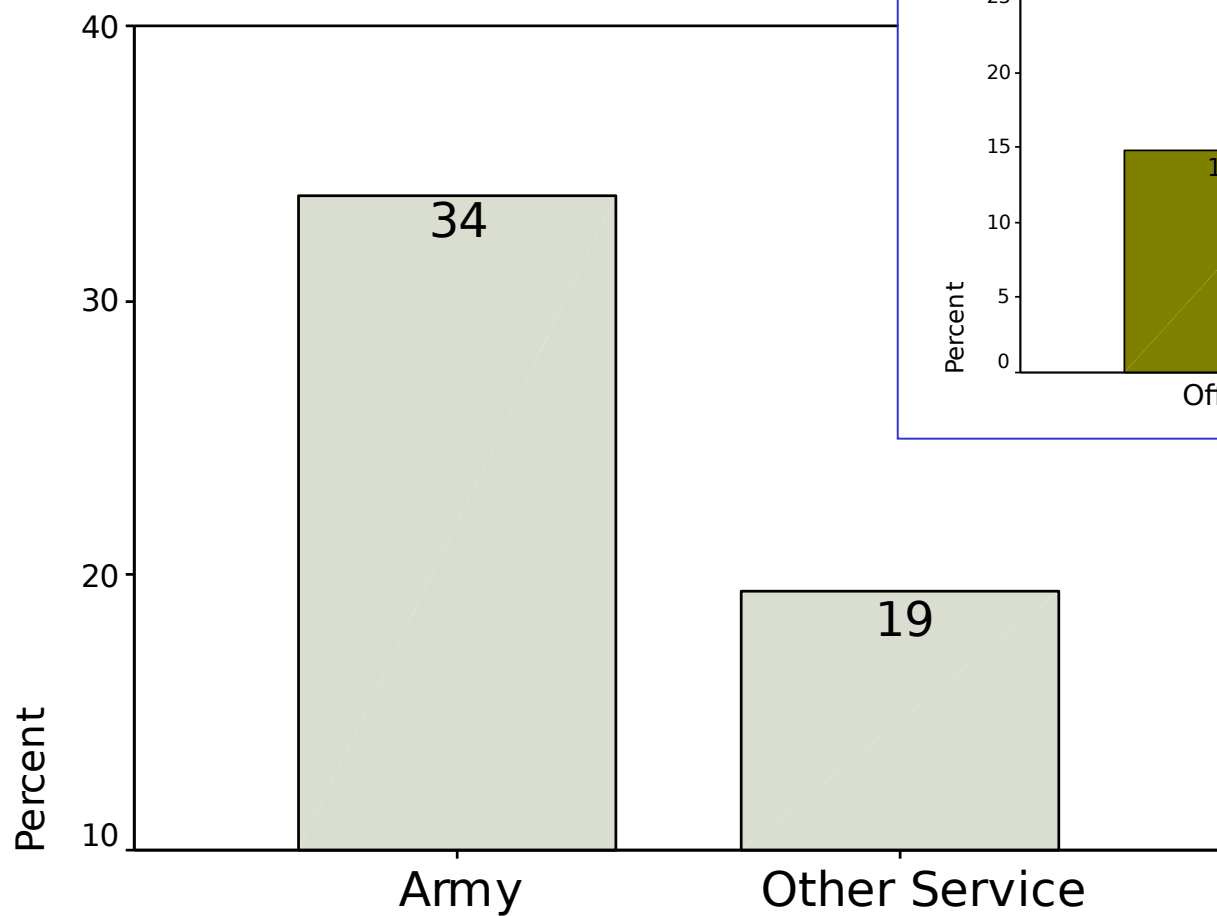


**vel 21%**

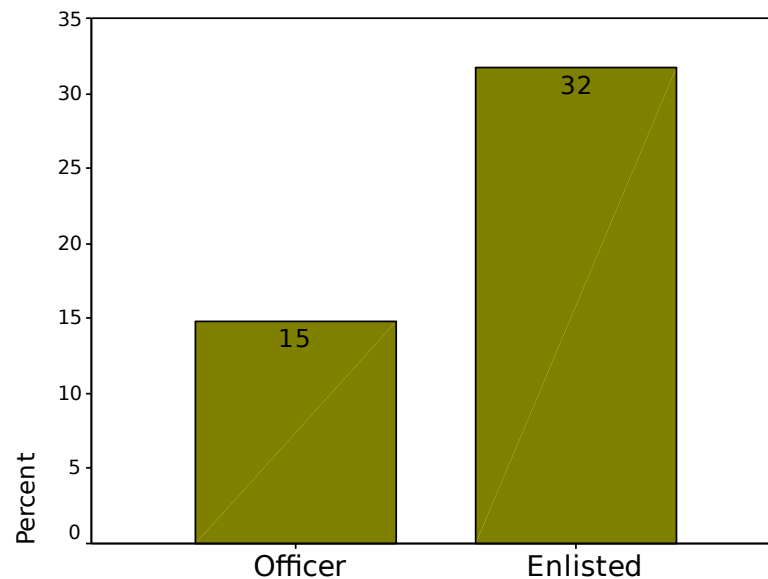
## Nearly Half of Fathers Served



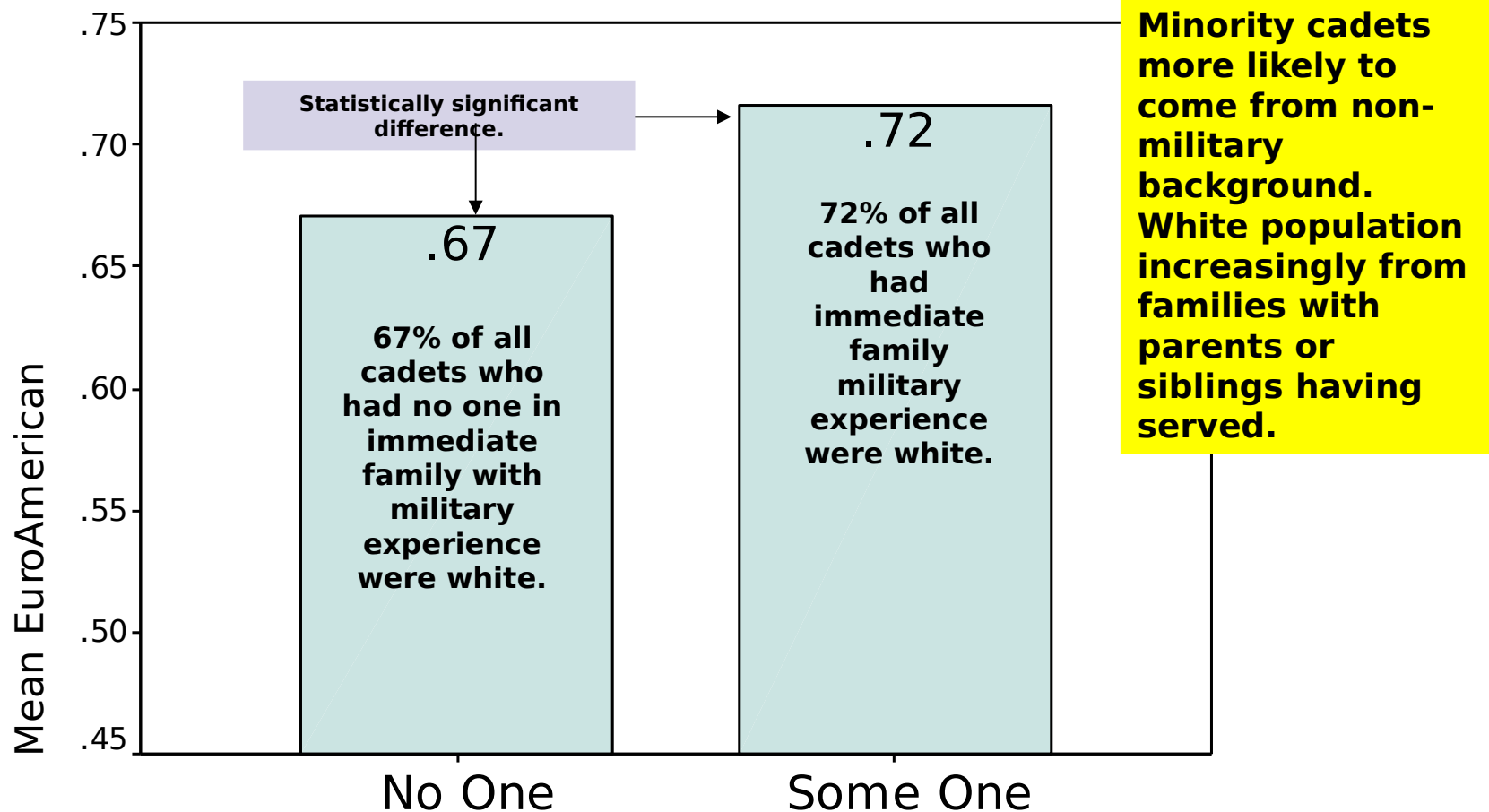
34% of all fathers were Arm



Most Fathers Were Enlisted

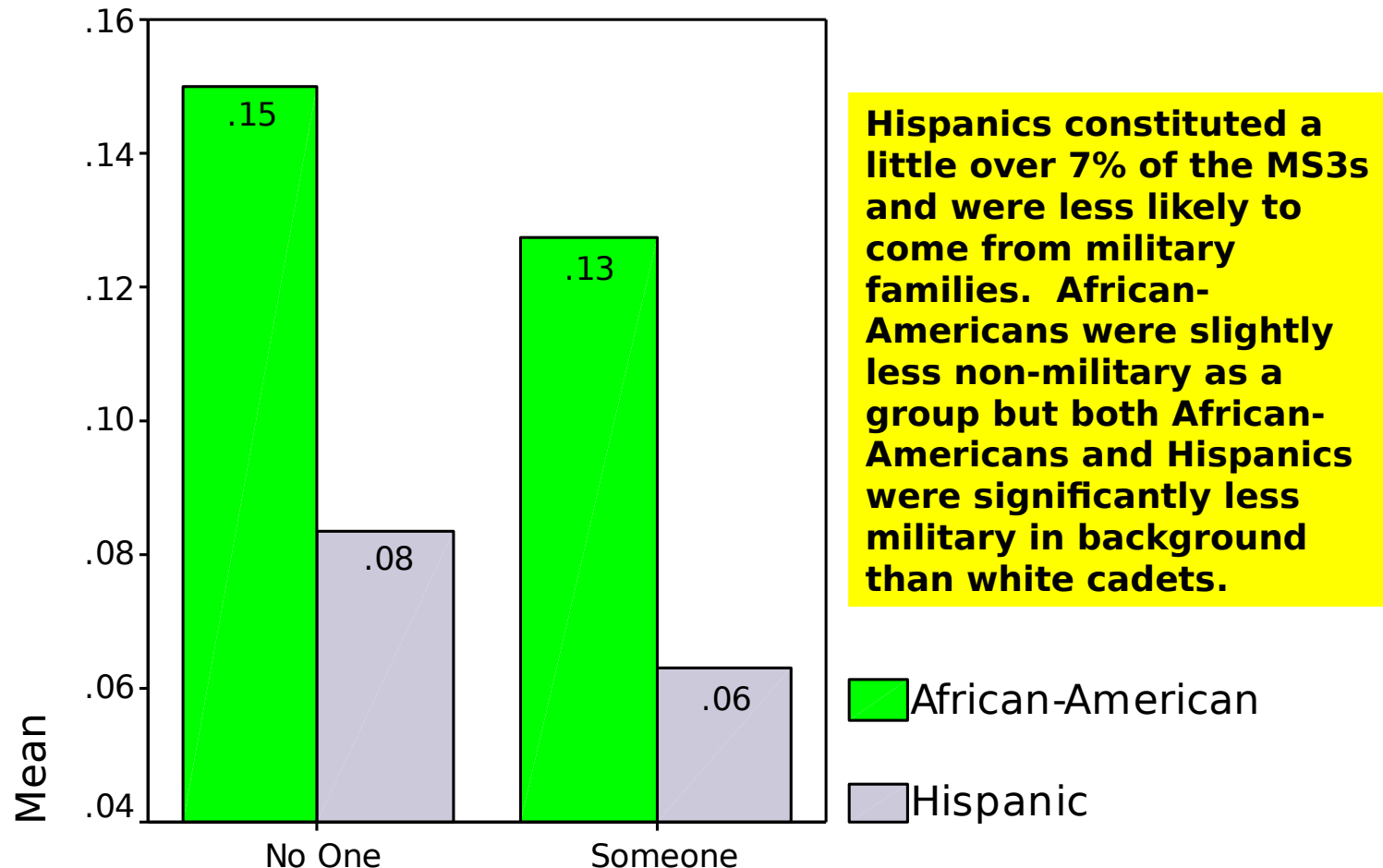


## Whites More Likely to Have Someone In Immediate Family with Military Background



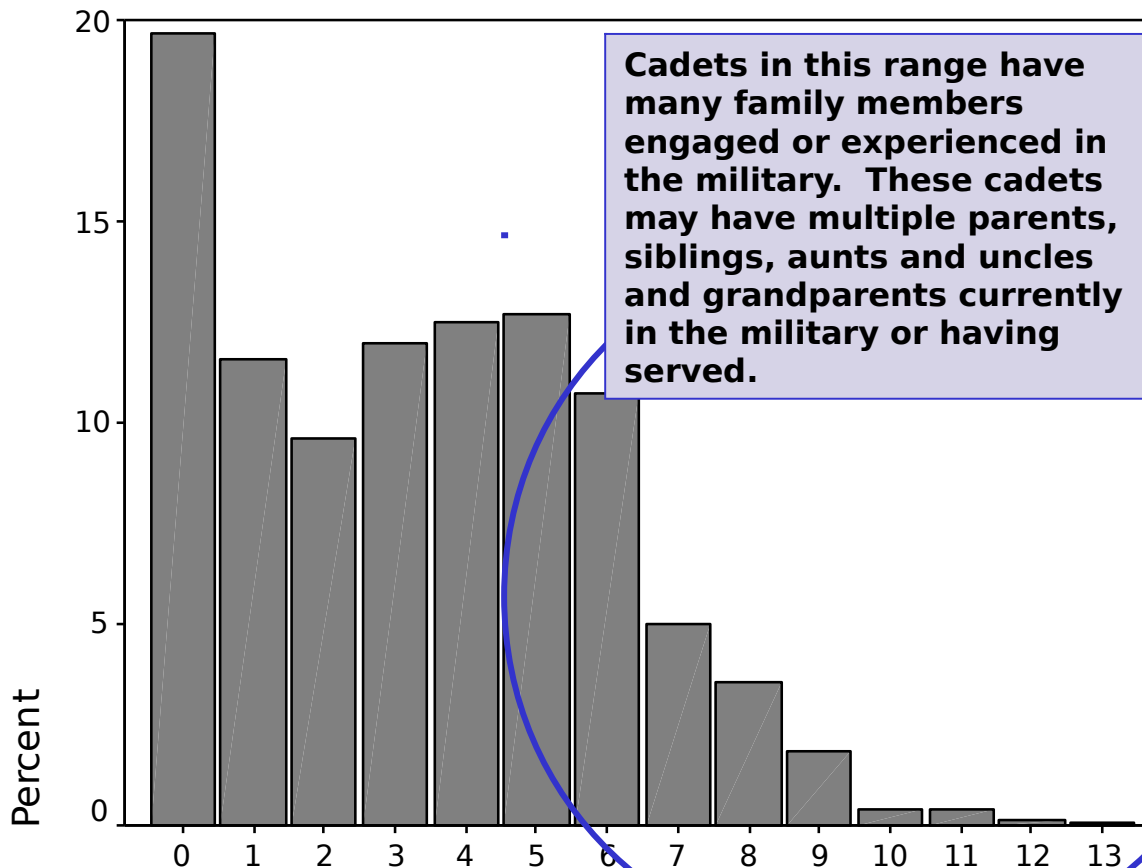


## African-Americans and Hispanics Much Less Likely to Come from Military Backgrounds

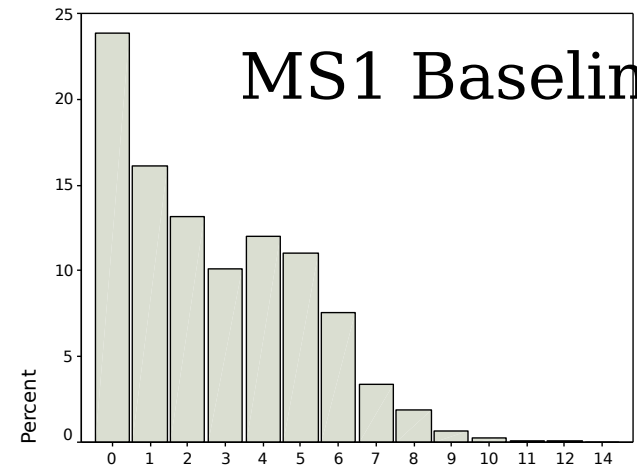


**Military Background (family military heritage) score: 3 points for each parent, 2 points for siblings, and 1 point for aunts, uncles, grandparents and cousins.**

## Military Background Score - MS3s



Composite Family Experience Score



**MS3s tended to have slightly more military family heritage than did MS1s, suggesting that retention among cadets with more military family heritage is better.**

# No Relationships of Commissioning to Family Military Experience Exist at the MS3 Level

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.021 <sup>a</sup>	.000	.000	2.27

a. Predictors: (Constant), IMFAM

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.894	1	5.894	1.143	.285 <sup>a</sup>
	Residual	3588.202	2635	5.157		
	Total	3594.096	2636			

a. Predictors: (Constant), IMFAM

b. Dependent Variable: Stay\_Comm

**Coefficients<sup>a</sup>**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.512	.067		127.604	.000
IMMEDIATE FAMILY MILITARY EXPERIENCE	9.525E-02	.089	.021	1.069	.285

a. Dependent Variable: Stay\_Comm

The impact of immediate family experience in the military is NOT significantly related to the decision to commission. This is only slightly different from MS1 results where a small difference was noted based on immediate family military history. It is unlikely that family background alone can predict, with any level of sophistication, the cadet's decision to remain in the program to commission.

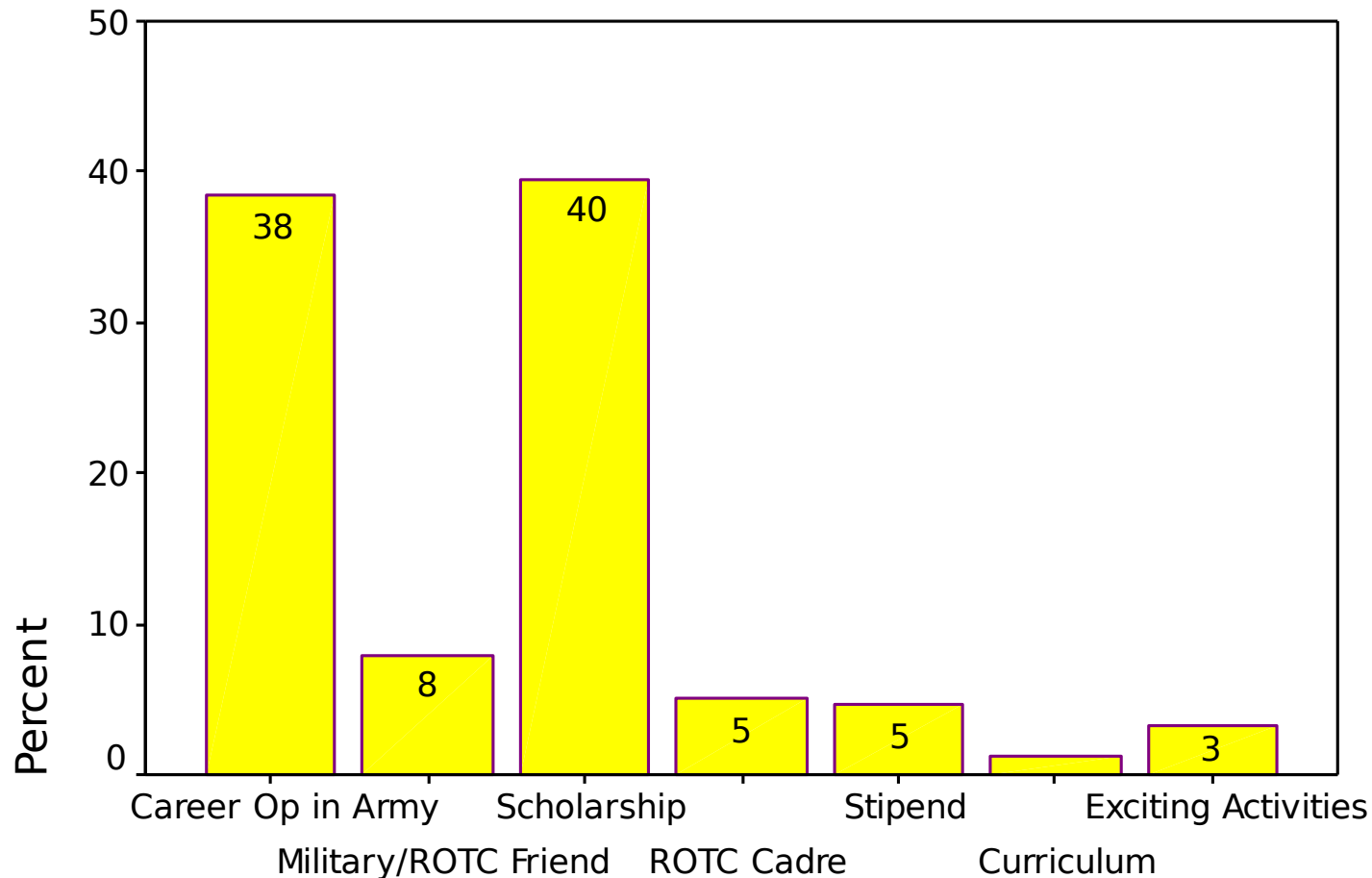
## **Summary of MS3 Demographics:**

- ✓ **Ethnicity of sample is similar to parent population:**
  - **Hispanic accounted for more of MS3s responding than MS1s.**
  - **African-Americans accounted for 12.1% of the sample.**
  - **Females accounted for 25% of the sample.**
- ✓ **Majors:**
  - **Of those decided, social sciences, criminal justice, business and liberal arts were predominant majors.**
  - **Engineering drops dramatically between MS1 and MS3 populations.**
- ✓ **Prior service MS3s higher than MS1s but still a minority.**
- ✓ **Military family experience of MS3s higher than MS1.**
- ✓ **Military family experience seems to affect retention from MS1 to MS3, but by MS3, no difference in plans to commission exists between cadets with immediate family military experience and those without.**
- ✓ **There are no characteristics of the sample that would exclude representation of the parent population.**

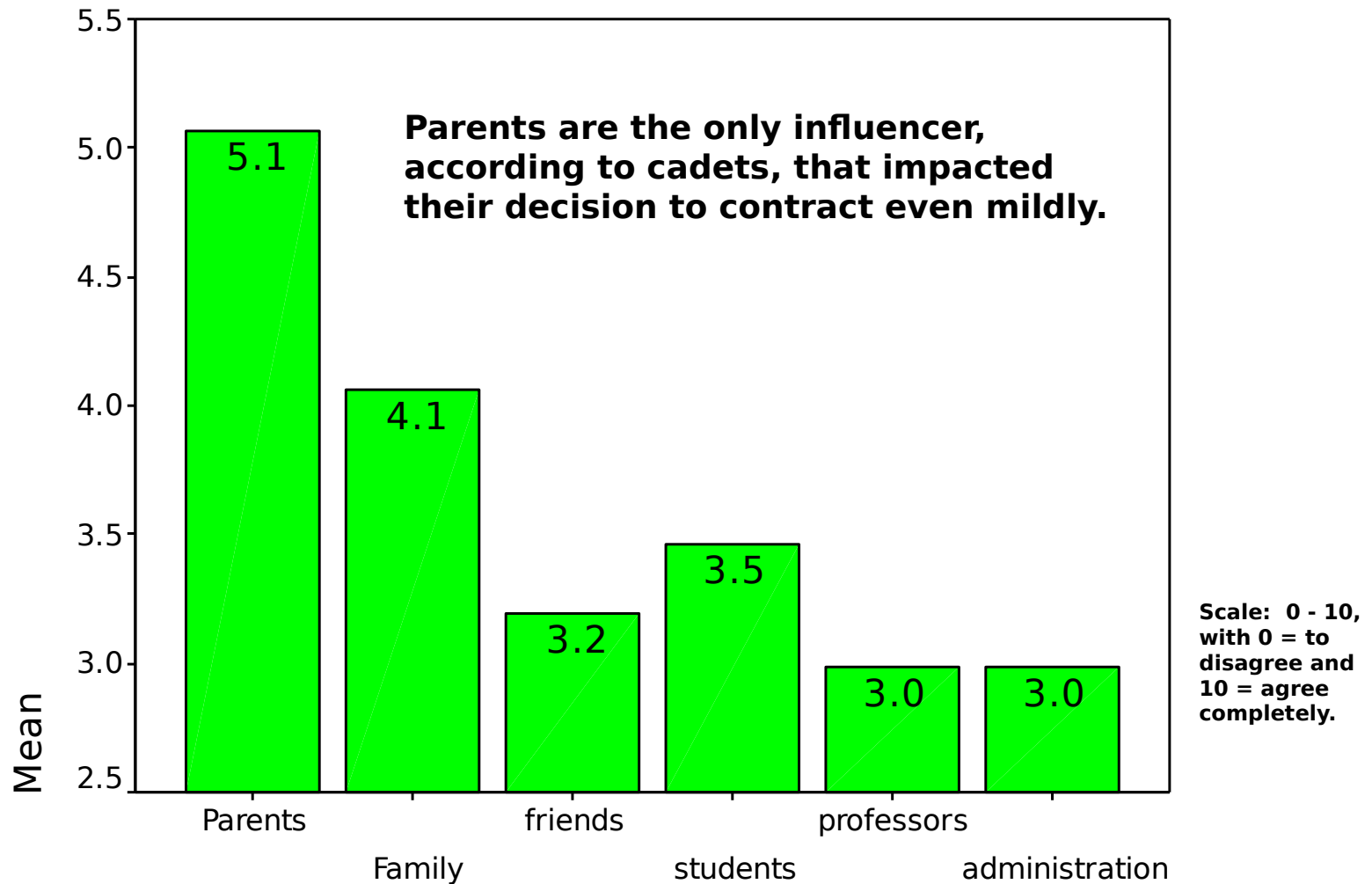
# **Recruitment (Contracting to Commission):**

- **Motivation**
- **Influences (people)**
- **Decision to contract**

# Scholarships and Opportunity Keys To Influence the Contract Decision



## Influence of Others on Decision to Contract



**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.196<sup>a</sup></b>	<b>.039</b>	<b>.036</b>	<b>2.23</b>

a. Predictors: (Constant), infl\_admin, INFL\_PAR, infl\_friend\_off, infl\_friend\_on-campus, INFL\_FAM, infl\_prof

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>523.136</b>	<b>6</b>	<b>87.189</b>	<b>17.508</b>	<b>.000<sup>a</sup></b>
	Residual	<b>3052.365</b>	<b>2621</b>	<b>4.980</b>		
	Total	<b>3575.501</b>	<b>2627</b>			

a. Predictors: (Constant), infl\_admin, INFL\_PAR, infl\_friend\_off, infl\_friend\_on-campus, INFL\_FAM, infl\_prof

b. Dependent Variable: Stay\_Comm

**Coefficients<sup>a</sup>**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	<b>7.889</b>	<b>.082</b>		<b>96.375</b>	<b>.000</b>
	Parents	<b>3.488E-02</b>	<b>.015</b>	<b>.132</b>	<b>5.489</b>	<b>.000</b>
	Other Family	<b>2.741E-02</b>	<b>.017</b>	<b>.041</b>	<b>1.626</b>	<b>.104</b>
	Friends off campus	<b>3.468E-03</b>	<b>.017</b>	<b>.012</b>	<b>.484</b>	<b>.628</b>
	Friends (other students)	<b>4.629E-02</b>	<b>.017</b>	<b>.069</b>	<b>2.735</b>	<b>.006</b>
	Professors	<b>2.313E-02</b>	<b>.018</b>	<b>.033</b>	<b>1.269</b>	<b>.205</b>
	Administration	<b>4.225E-02</b>	<b>.017</b>	<b>-.063</b>	<b>-2.415</b>	<b>.016</b>

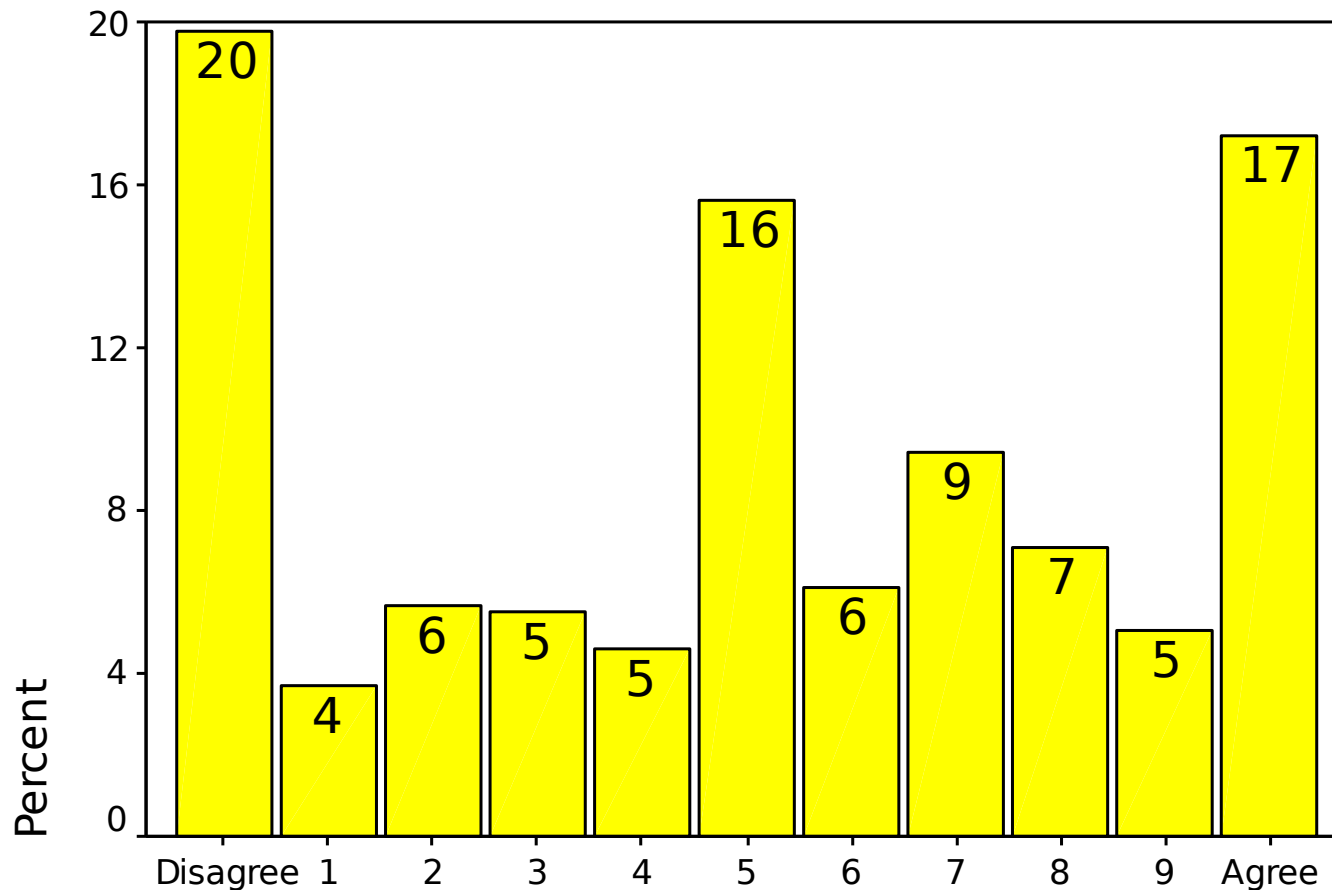
a. Dependent Variable: Stay\_Comm

**Influence of Parents a significant element of the decision to contract but not as great as expected**

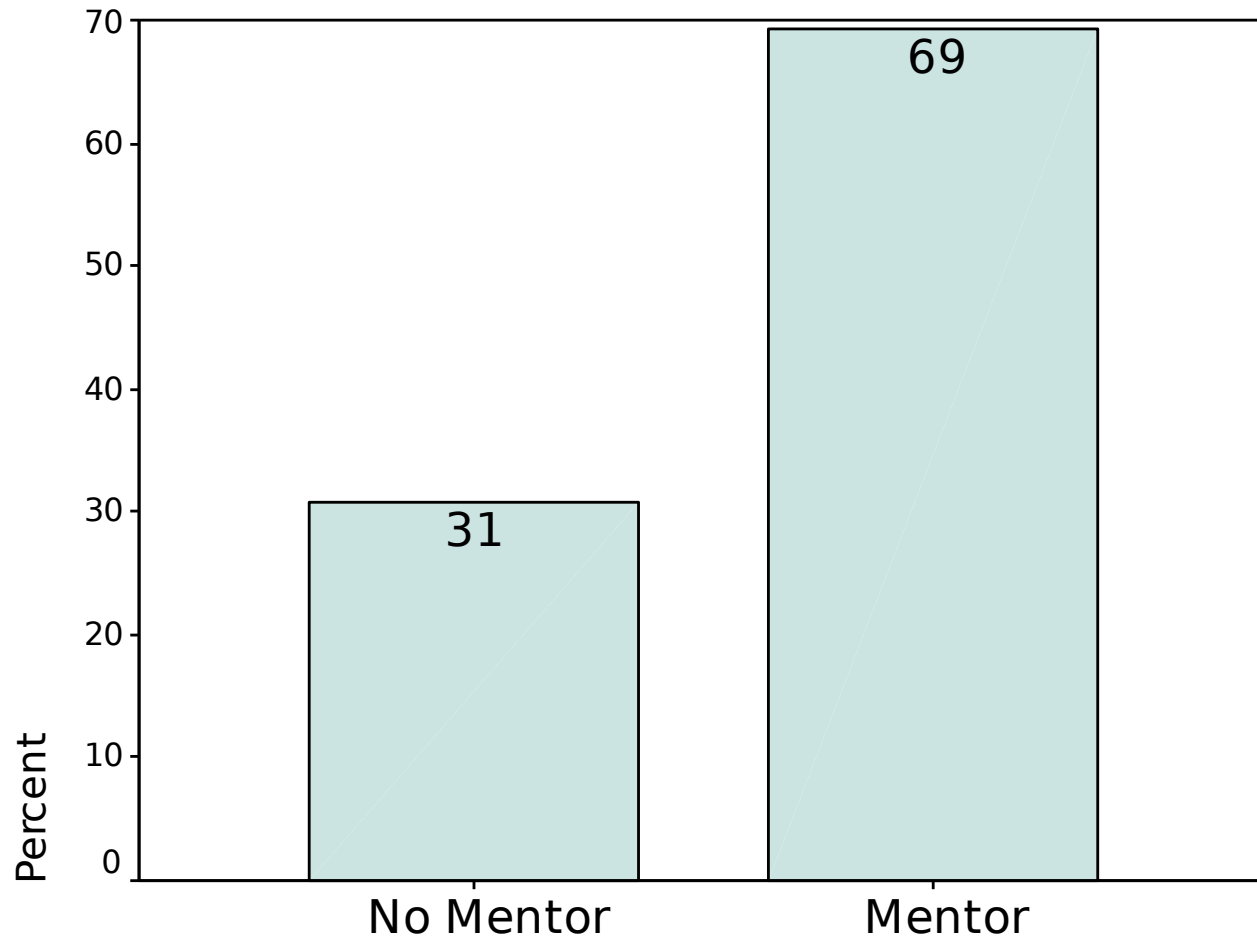
**Overall predictability of contract decision by influencers relatively low.**



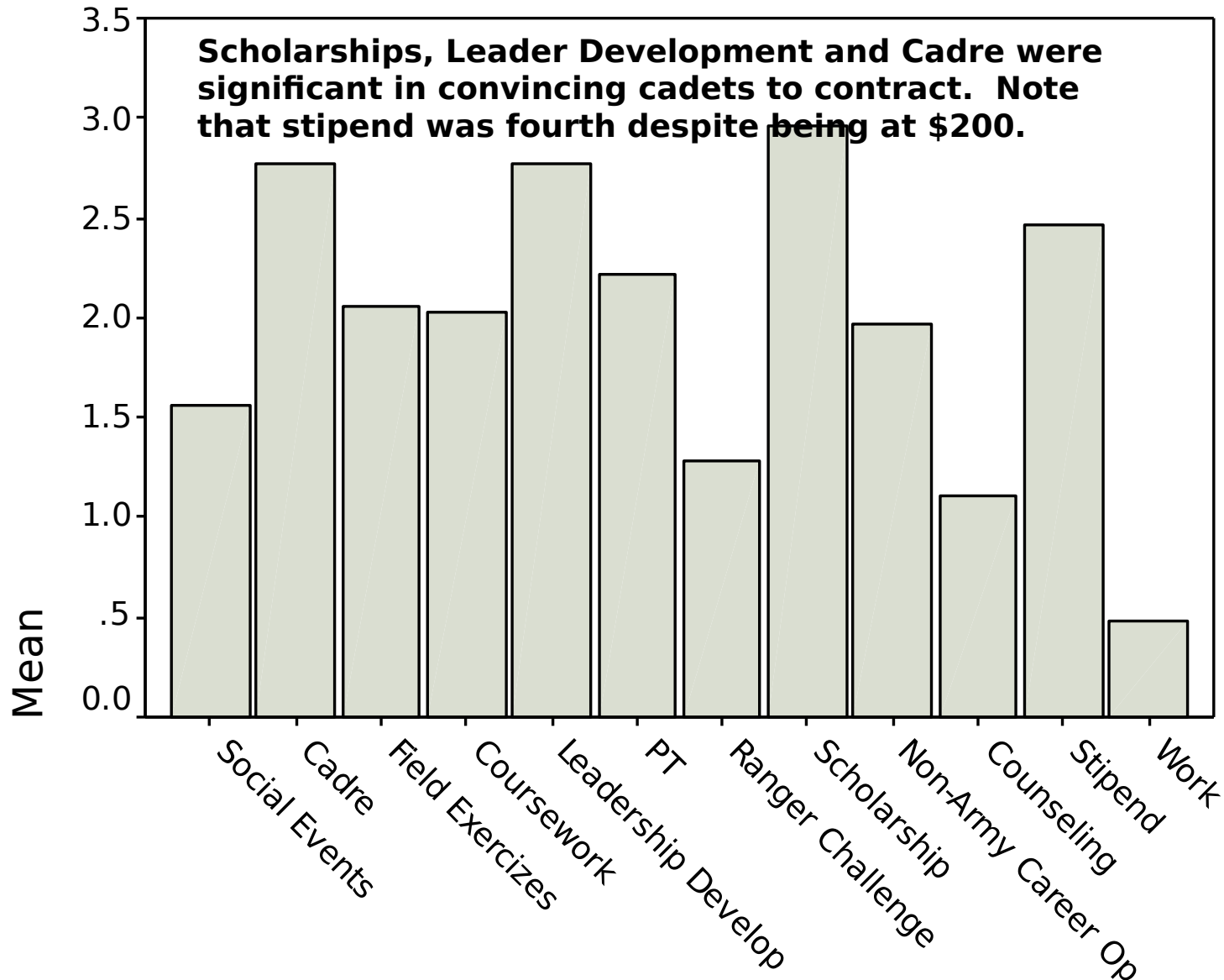
## Cadets Divided on Influence of Parents on the Decision to Contract to Commission



## Nearly 70% of Cadets Had Mentors

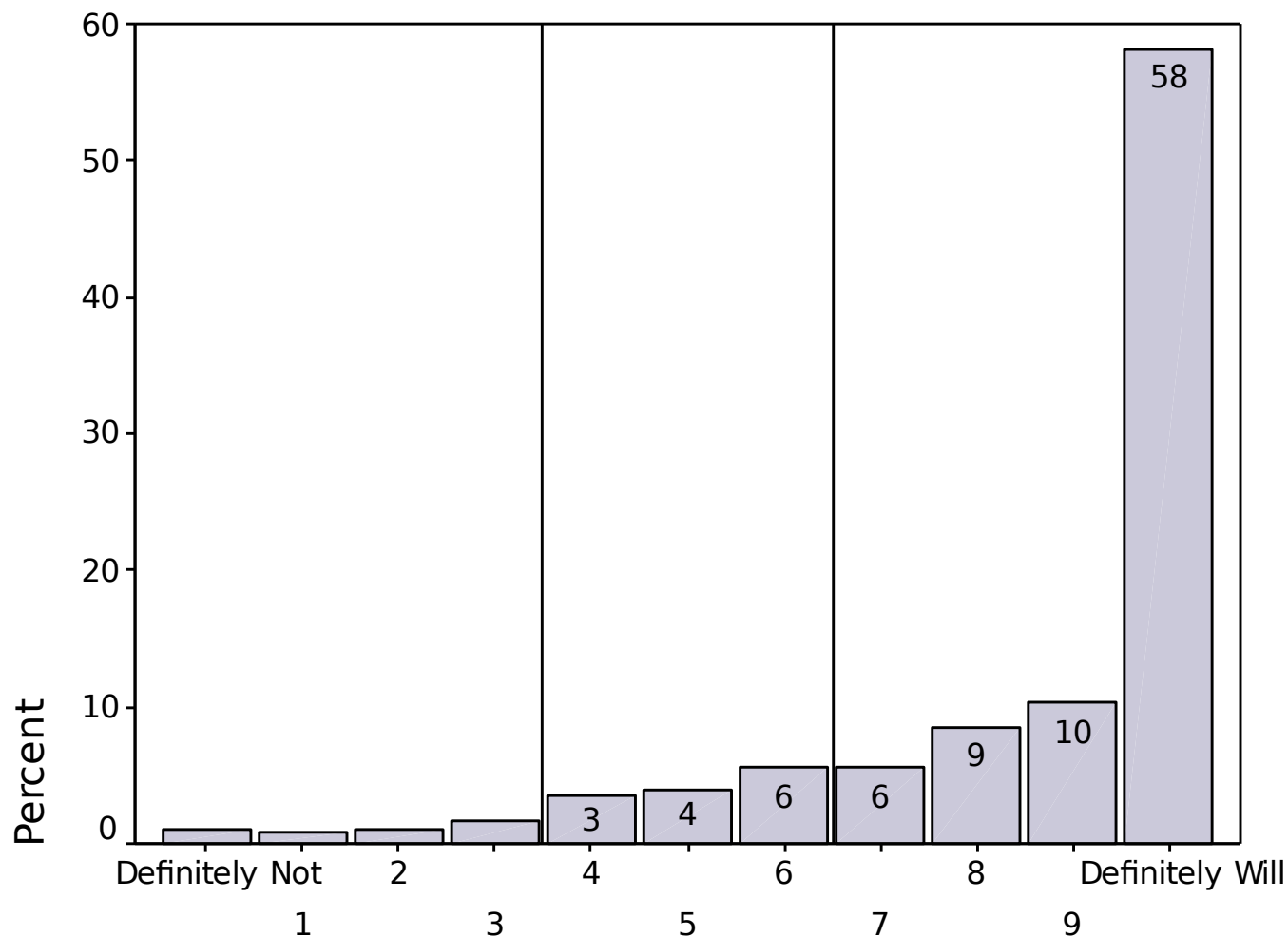


# Influences on Decision to Contract



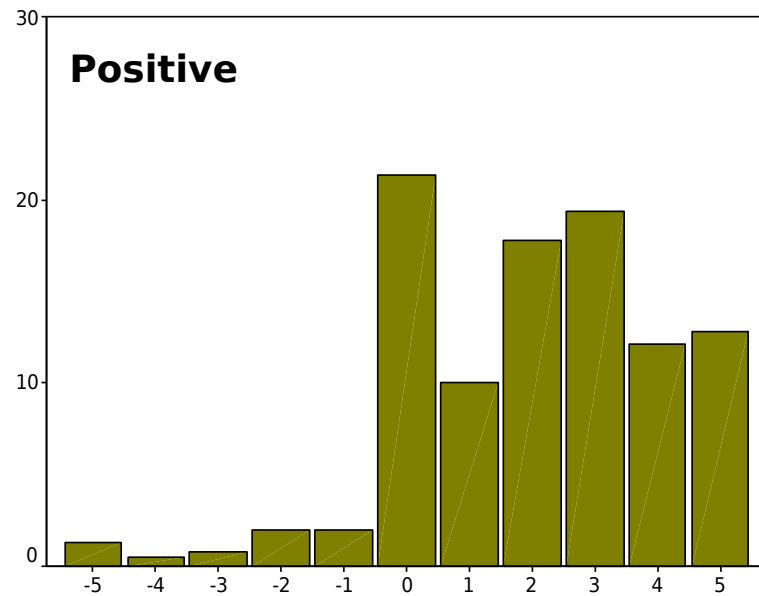
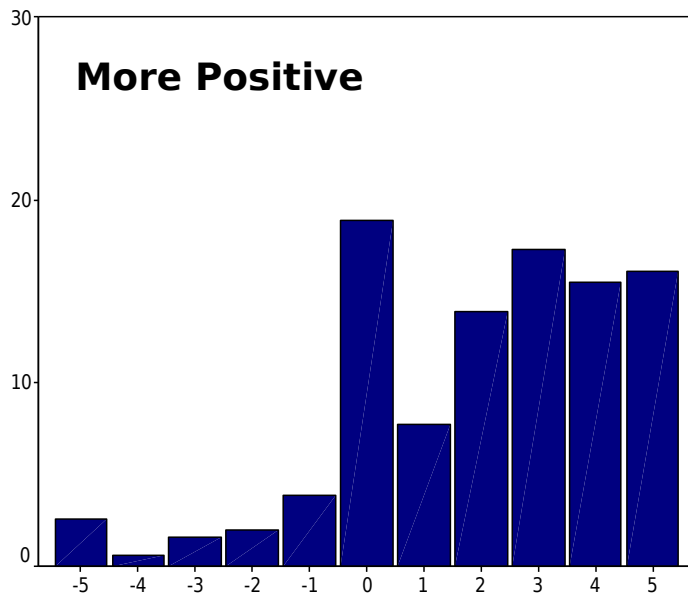
# Despite Contracting, 17% of MS3 Cadets May Not Commission

13% Undecided About Commissioning; 4% Will I

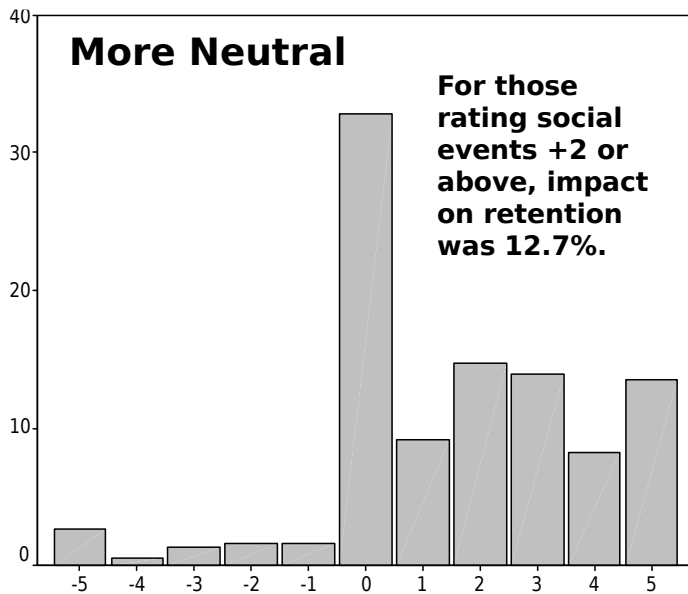


## **Key Issues associated with the decision to contract:**

- ✓ Career opportunities and scholarships lead the reasons to contract.**
- ✓ Leadership development and interaction with cadre were noted as important in the decision to contract.**
- ✓ Ranger Challenge, Counseling and Social Events were very neutral in their effects on the cadets' decision to contract.**
- ✓ Working had a cumulative negative impact on the decision to contract, and thus was the lowest rating in the decision to contract.**
- ✓ Parents were not claimed as a strong influence to contract by many cadets but parents were influential in the decision to remain until commission.**
- ✓ Fellow students did not influence to contract, nor did the administration or teaching staff.**
- ✓ 70% of cadets had found cadre mentors by the beginning of their MS3 year.**

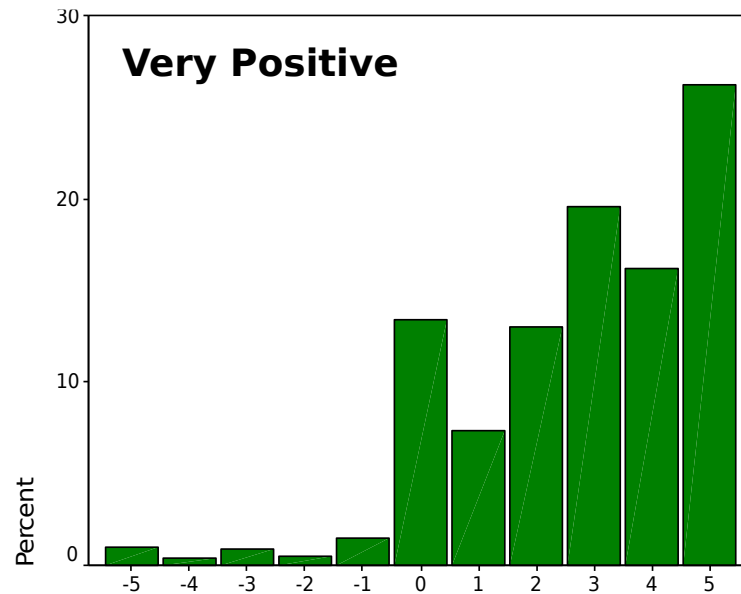


Field Exercises

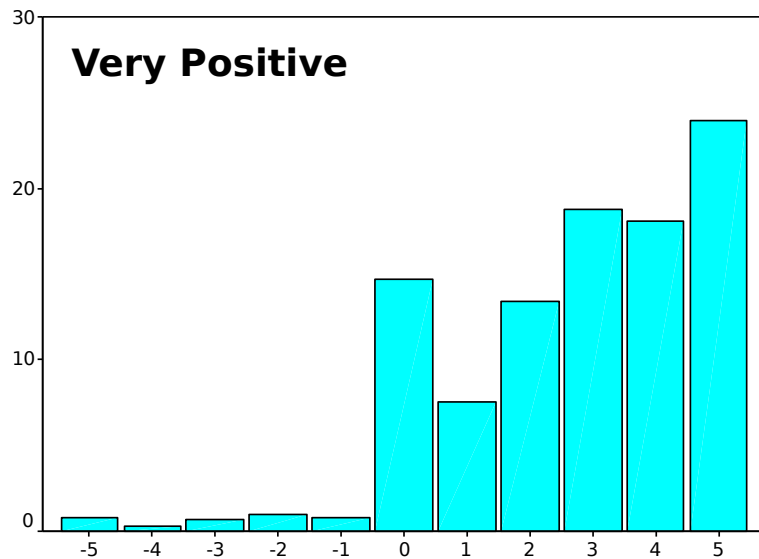


Social Events

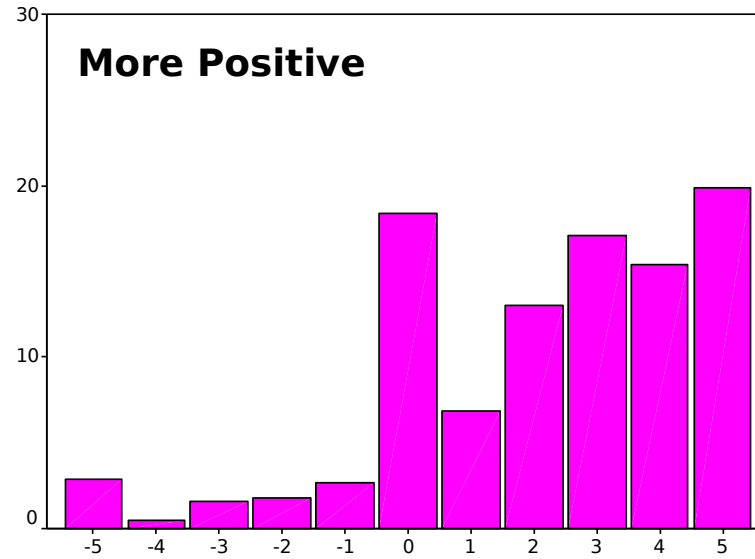
Military Science Courses



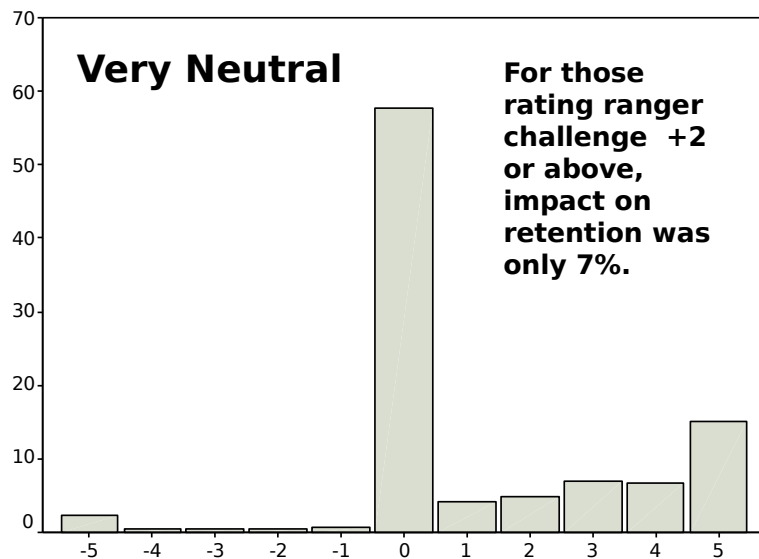
Cadre



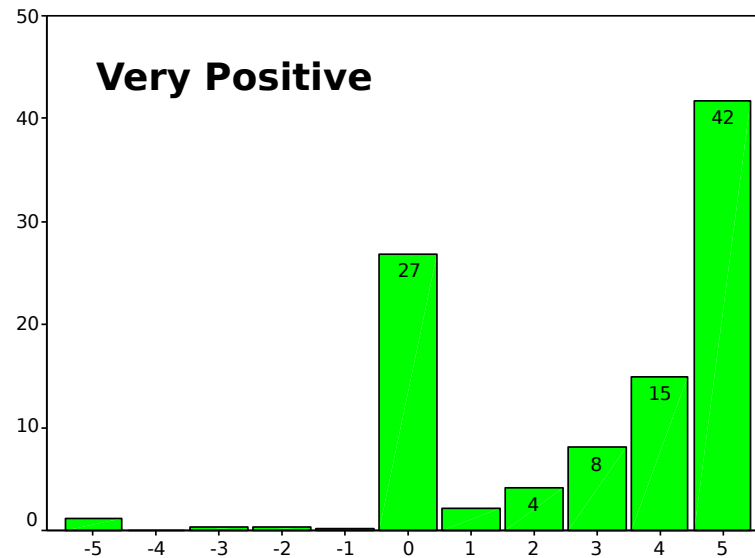
Leadership Development Program



PT



Ranger Challenge



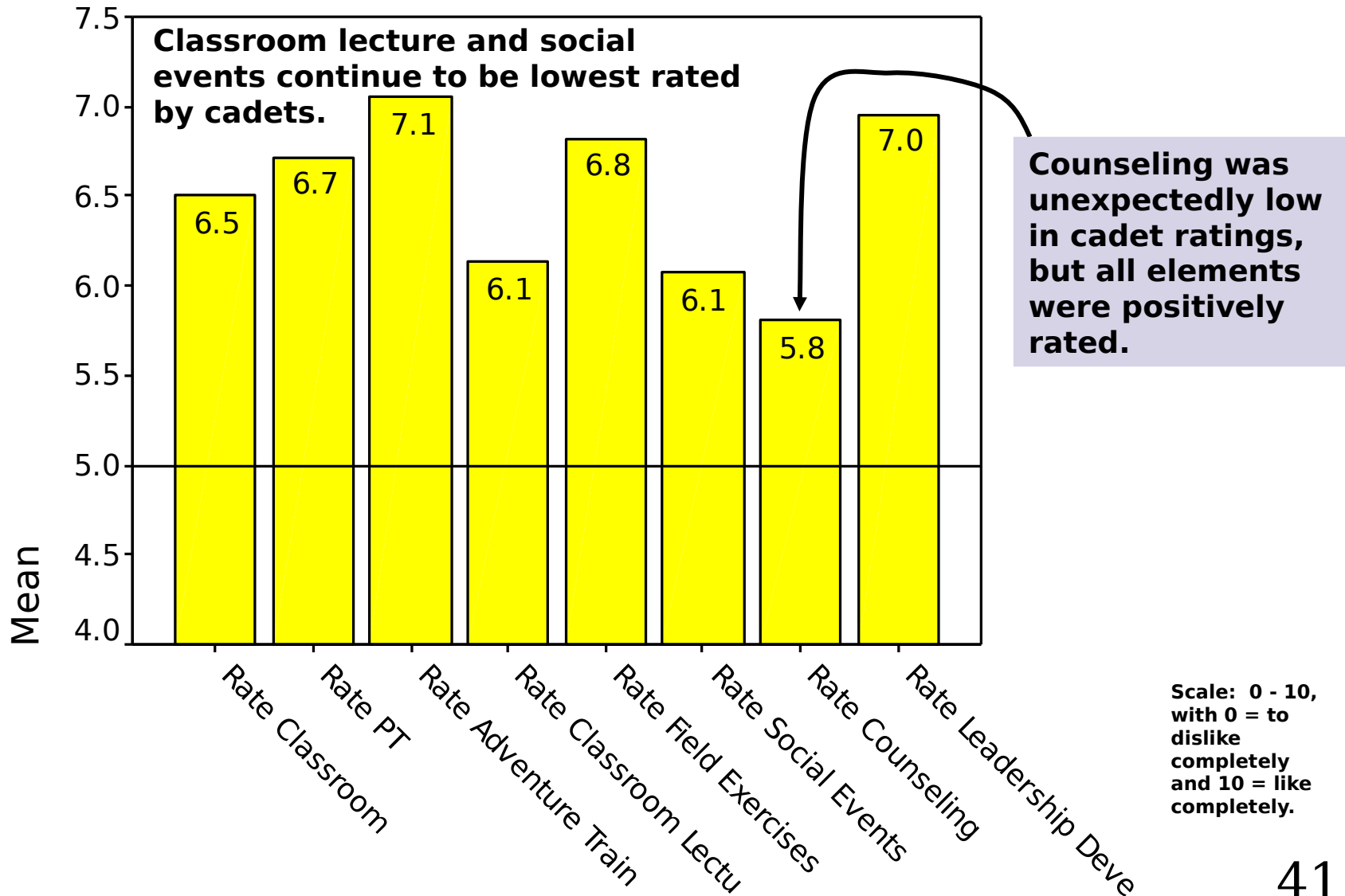
ROTC Scholarship

# **Cadet Evaluation of Program Elements:**

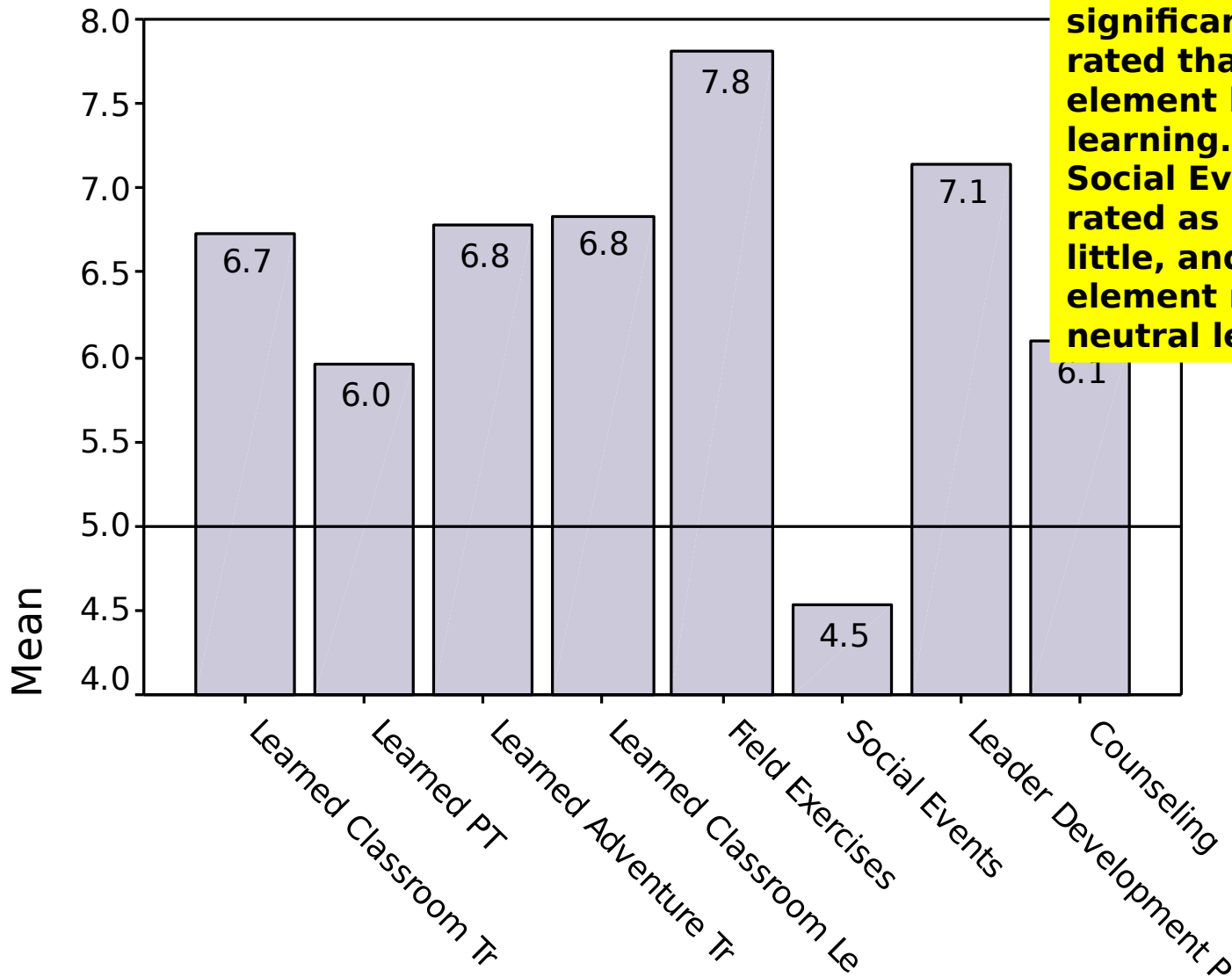
- **Element ratings of the program**
- **Program elements as relate to plans to commiss**
- **Overall ratings of instruction and materials**
- **Ratings of instructors and other cadre**



# Cadet Ratings of Program Elements



# How Cadets Learned the Most



**Field Exercises were significantly higher rated than any other element by cadets for learning. Social Events were rated as learning only a little, and was the only element rated below the neutral level.**

Scale: 0 - 10, with 0 = to almost nothing and 10 = a great deal.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.247<sup>a</sup></b>	<b>.061</b>	<b>.058</b>	<b>2.20</b>

a. Predictors: (Constant), Rate Leadership Development, Rate Social Events, Rate PT, Rate Classroom Lecture, Rate Field Exercises, Rate Counseling, Rate Adventure Training, Rate Classroom

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>828.622</b>	<b>8</b>	<b>103.578</b>	<b>21.323</b>	<b>.000<sup>b</sup></b>
	Residual	<b>2765.474</b>	<b>2628</b>	<b>4.857</b>		
	Total	<b>3594.096</b>	<b>2636</b>			

a. Predictors: (Constant), Rate Leadership Development, Rate Social Event PT, Rate Classroom Lecture, Rate Field Exercises, Rate Counseling, Rate Adventure Training, Rate Classroom

b. Dependent Variable: Stay\_Comm

### Coefficients<sup>a</sup>

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	<b>6.538</b>	<b>.167</b>		<b>39.243</b>	<b>.000</b>
Rate Classroom Training	<b>5.727E-02</b>	<b>.026</b>	<b>.057</b>	<b>2.183</b>	<b>.029</b>
Rate PT	<b>5.492E-02</b>	<b>.020</b>	<b>.063</b>	<b>2.785</b>	<b>.005</b>
Rate Adventure Training	<b>5.559E-02</b>	<b>.024</b>	<b>.061</b>	<b>2.357</b>	<b>.019</b>
Rate Classroom Lecture	<b>2.074E-02</b>	<b>.025</b>	<b>.022</b>	<b>.829</b>	<b>.407</b>
Rate Field Exercises	<b>7.537E-02</b>	<b>.022</b>	<b>.086</b>	<b>3.393</b>	<b>.001</b>
Rate Social Events	<b>4.339E-02</b>	<b>.019</b>	<b>.053</b>	<b>2.306</b>	<b>.021</b>
Rate Counseling	<b>6.416E-03</b>	<b>.023</b>	<b>-.007</b>	<b>-.278</b>	<b>.781</b>
Rate Leadership Development	<b>8.707E-03</b>	<b>.024</b>	<b>.004</b>	<b>.157</b>	<b>.875</b>

a. Dependent Variable: Stay\_Comm

## Cadet Ratings and Retention to Commission

- The overall affect is small.
- Cadet ratings do not strongly tie to commitment to contract at the MS3 level.
- However, cadets who rate FTXs high are generally more inclined to plan to commission.
- PT, training (hands-on classroom activities) and adventure training were all significantly related to retention.

# Relationships of Response to ROTC Program Elements and Plans to Commission

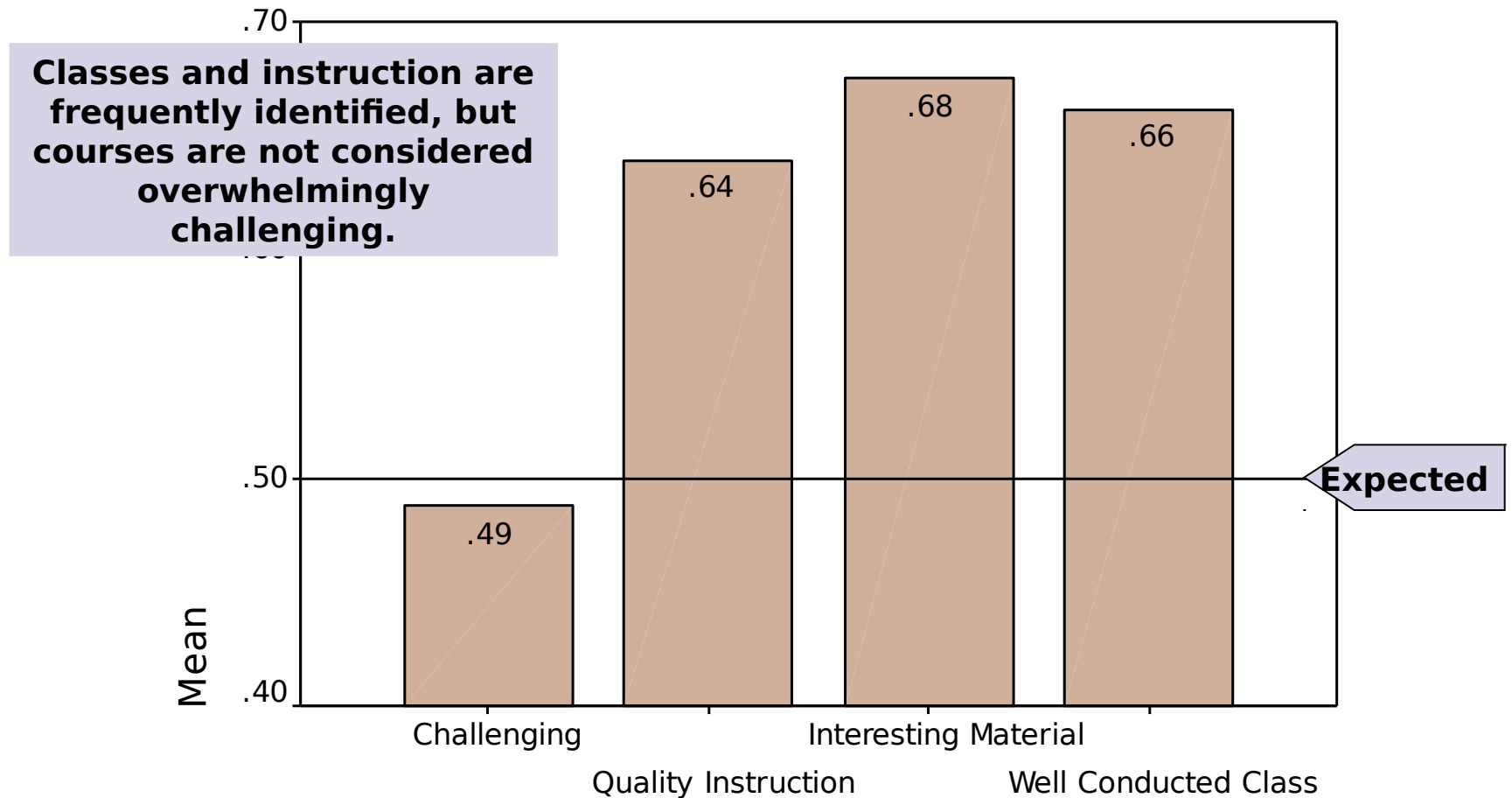
- ✓ Cadets said they learned the most from field exercises and liked field exercises the most; however, how cadets perceived classroom lecture had the greatest relationship to plans to contract.
- ✓ Results of a regression formula show that cadets who believed they learned from classroom lecture were more inclined to commission (see below).
- ✓ This result places a large burden on the classroom lecturer to fulfill the learning expectations of cadets. A cadet who perceives the quality of classroom lectures as poor will less likely plan on remaining to commission.
- ✓ The fact that classroom lecture is generally not considered the most liked of the program elements or even the source of the best learning does not relieve the pressure to assure that lectures are of the highest quality.

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	6.521	.147		44.486	.000
	Learned Classroom Lecture	.236	.019	.252	12.539	.000
	Field Exercises	.156	.016	.172	8.569	.000

a. Dependent Variable: Stay\_Comm

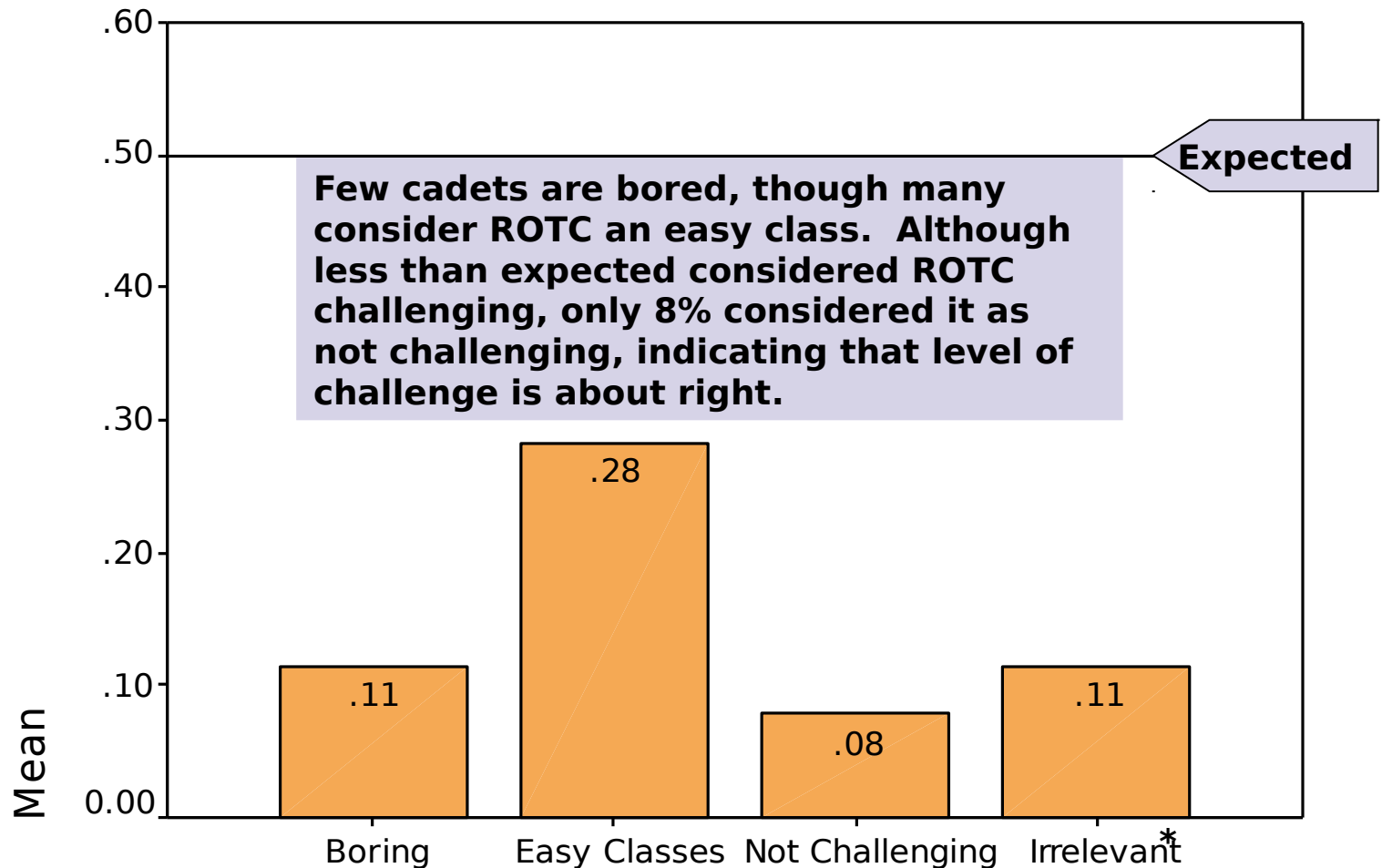
# Cadet View of ROTC Curriculum

## Positive View Adjective Ratings



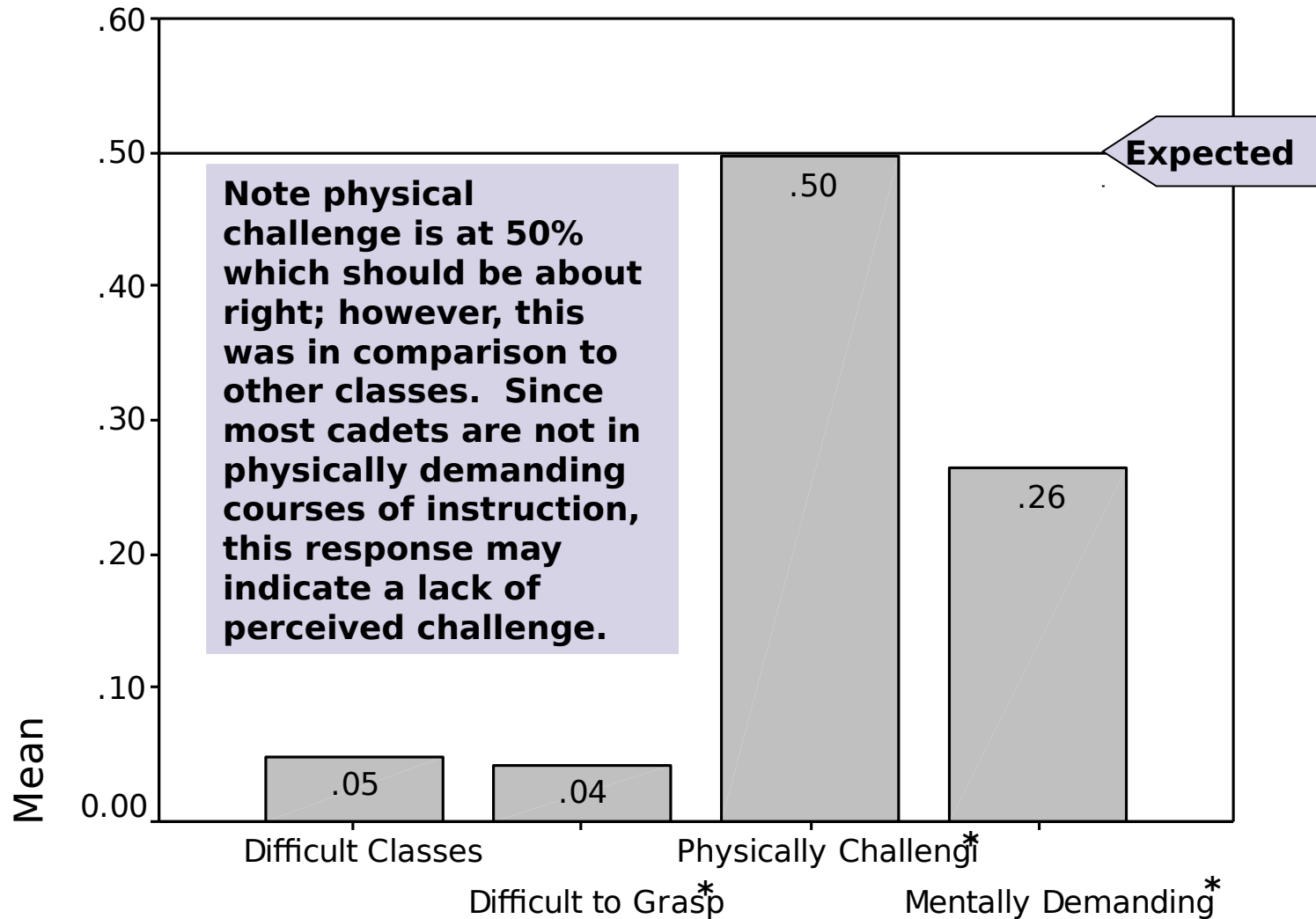
# Boredom Scale

Negative comments on ROTC course



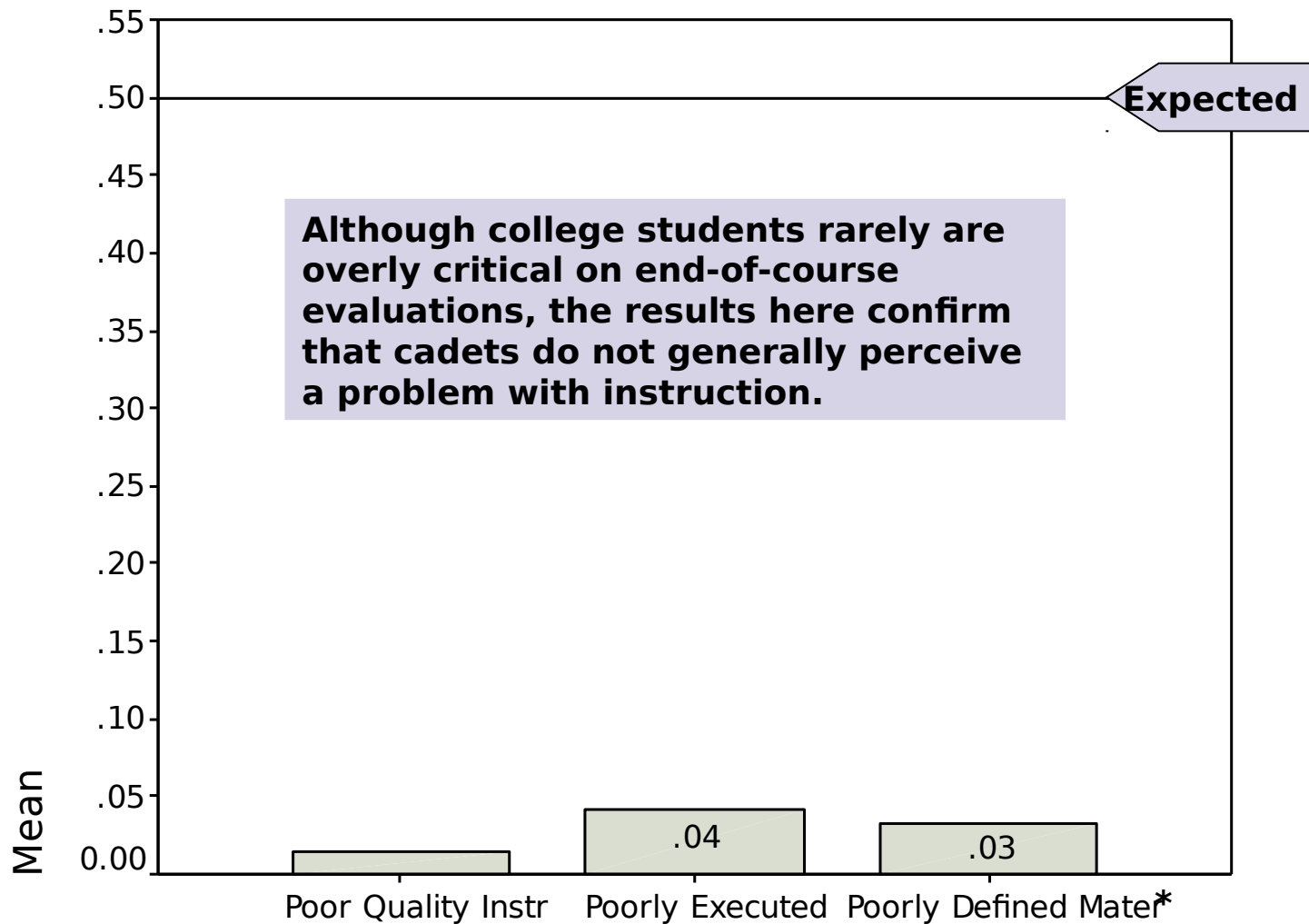
\* In comparison with other college courses.

# Difficulty and Physical Challenge Scale



\* In comparison with other college courses.

# Bad Instruction Scale

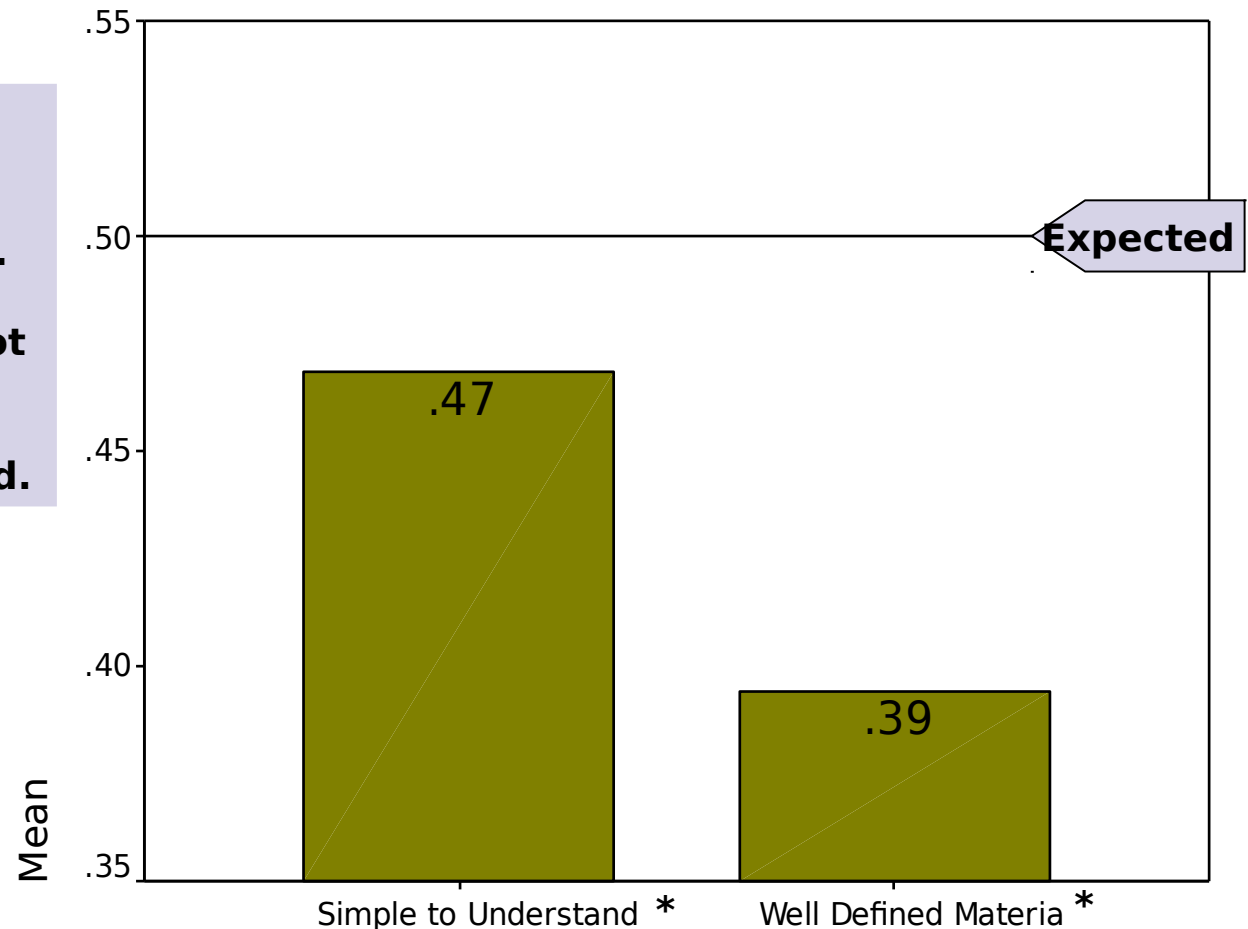


\* In comparison with other college courses.



## Clarity of Instruction Scale

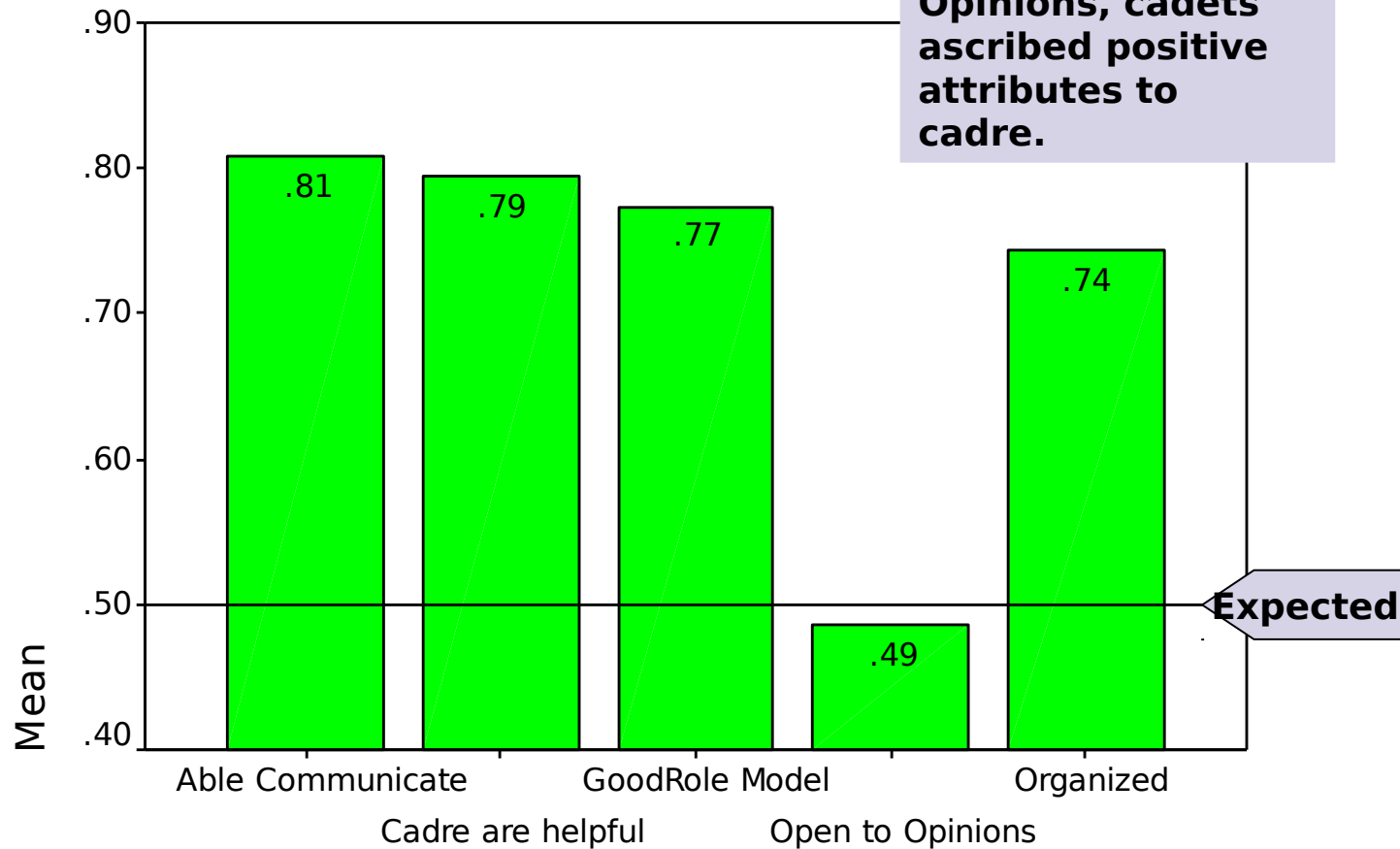
**Clarity of instruction was rated unexpectedly low. Instructional materials were not cited by cadets frequently as being well-defined.**



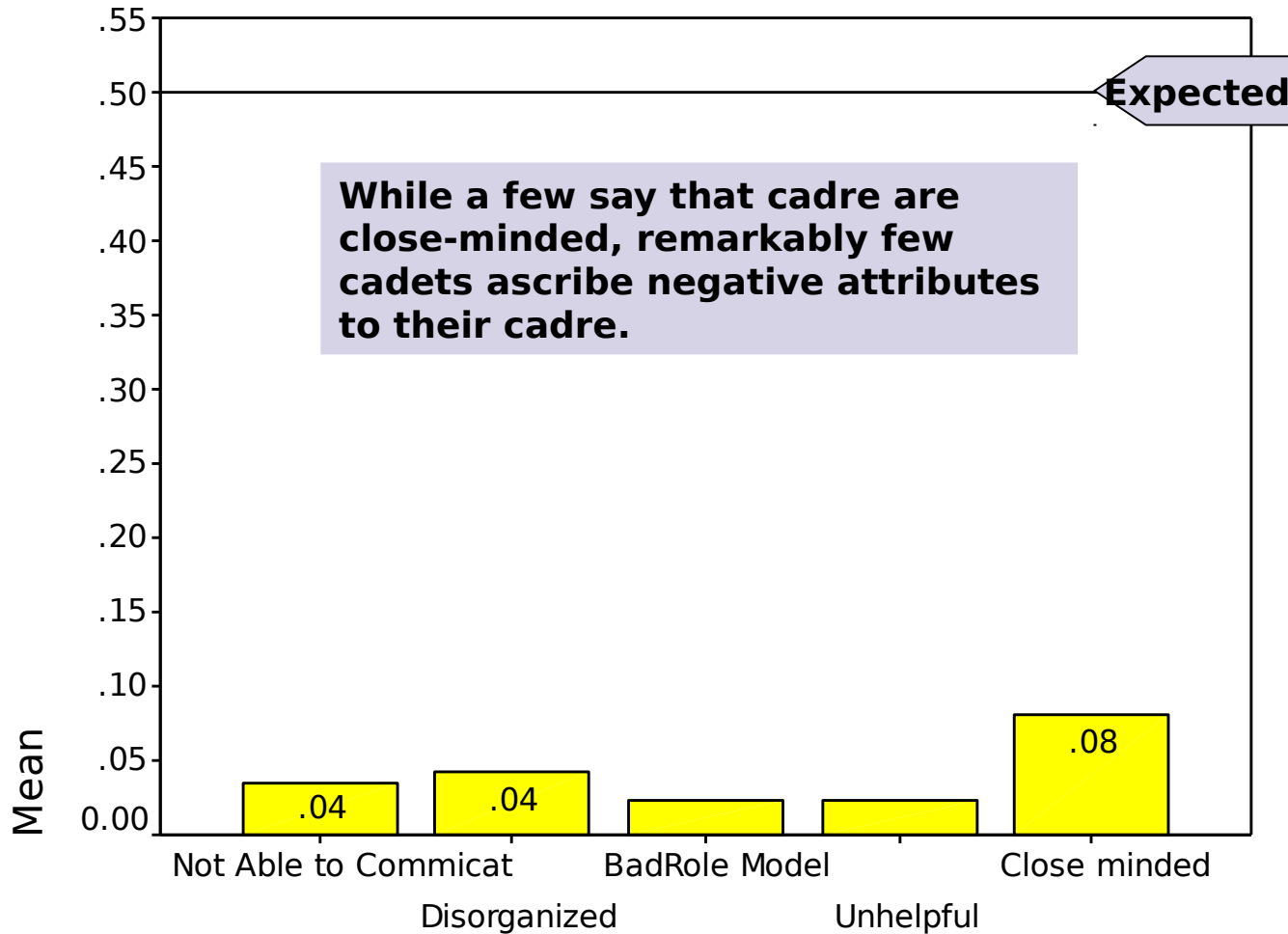
\* In comparison with other college courses.

# Cadre Are .....

Positive Elements



## Negative Attributes Ascribed to Cadre



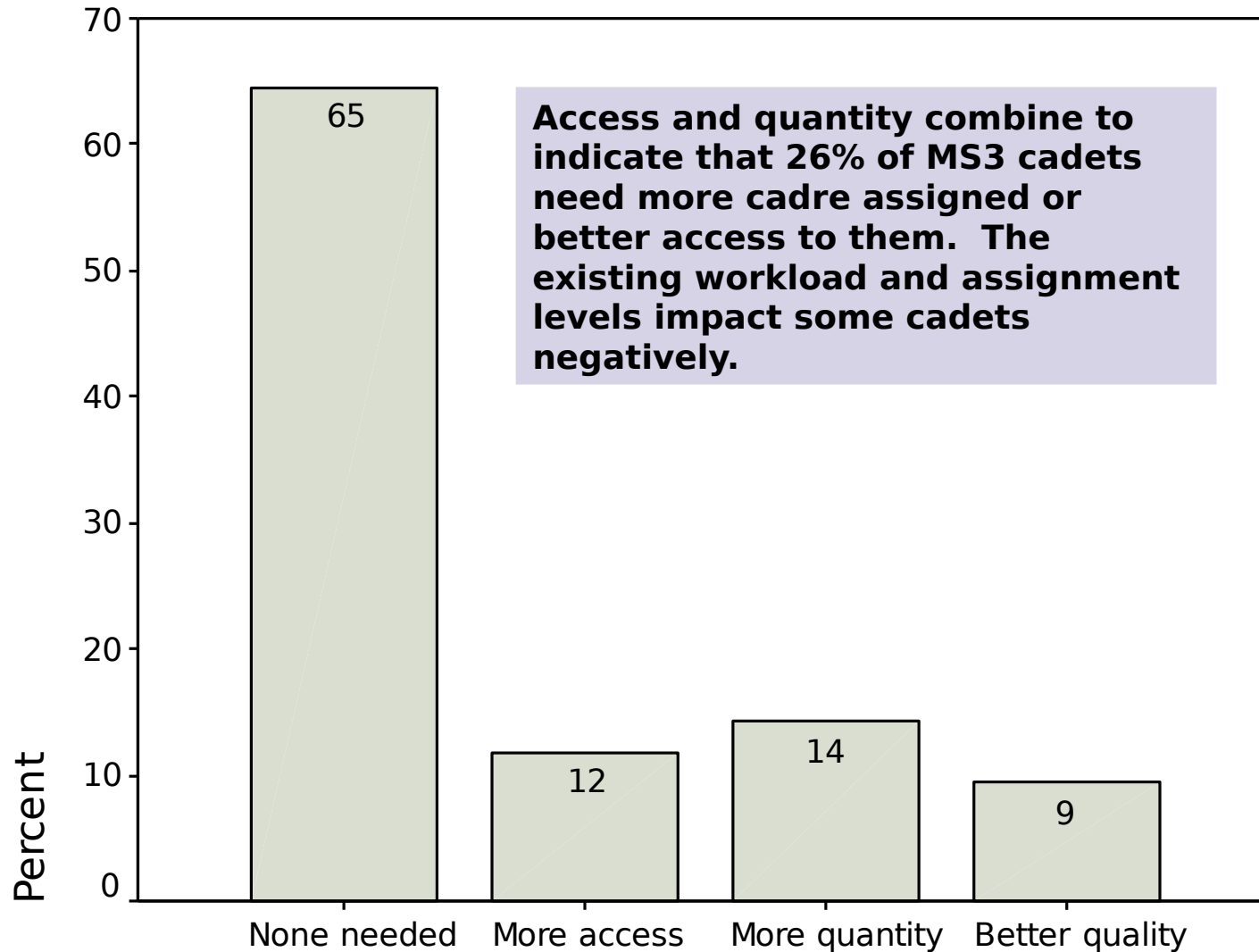
## **Key Issues associated with Program Elements:**

- ✓ Cadets overwhelmingly respond to FTXs as the type of instruction that they learn the most from and like the most.**
- ✓ Moreover, those cadets who responded most favorably to FTXs were also the same cadets who indicated the strongest commitment to completing AROTC and commissioning.**
- ✓ Cadre are generally viewed in extremely positive terms by cadets.**
- ✓ The only negative attitude toward cadre was an infrequent perception of close-mindedness.**
- ✓ The instruction is positively regarded; however, the level of challenge presented the cadets may not be sufficient, particularly physical challenge.**
- ✓ Counseling got a generally bad report card from cadets.**
- ✓ The quality of classroom instruction impacted on the decision to commission, but classroom instruction was not a preferred learning style.**

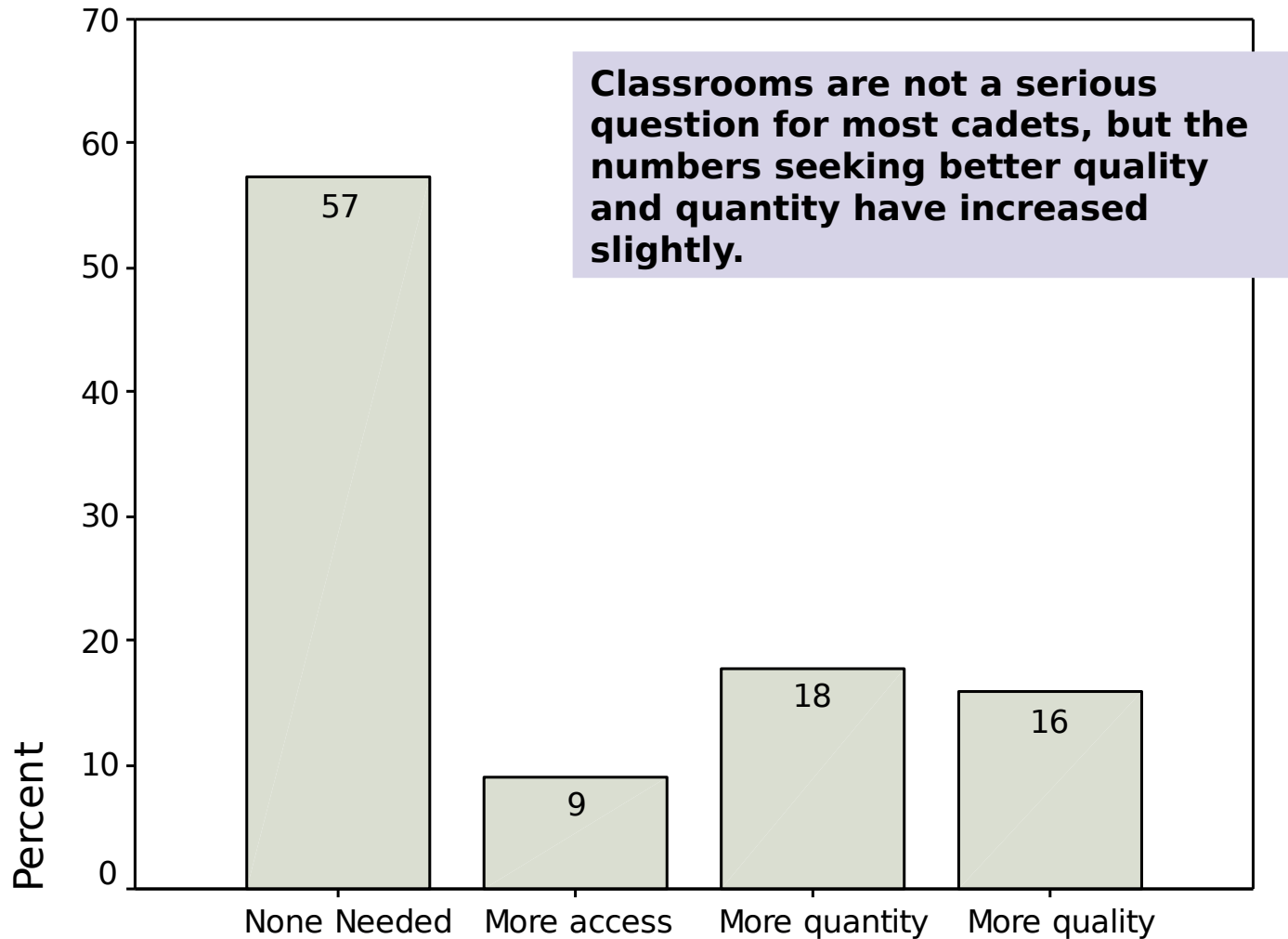
# **Cadet Perceptions of Needed Improvements:**

- **Cadre**
- **Classroom space**
- **Computers**
- **Library Materials**
- **Training Equipment**

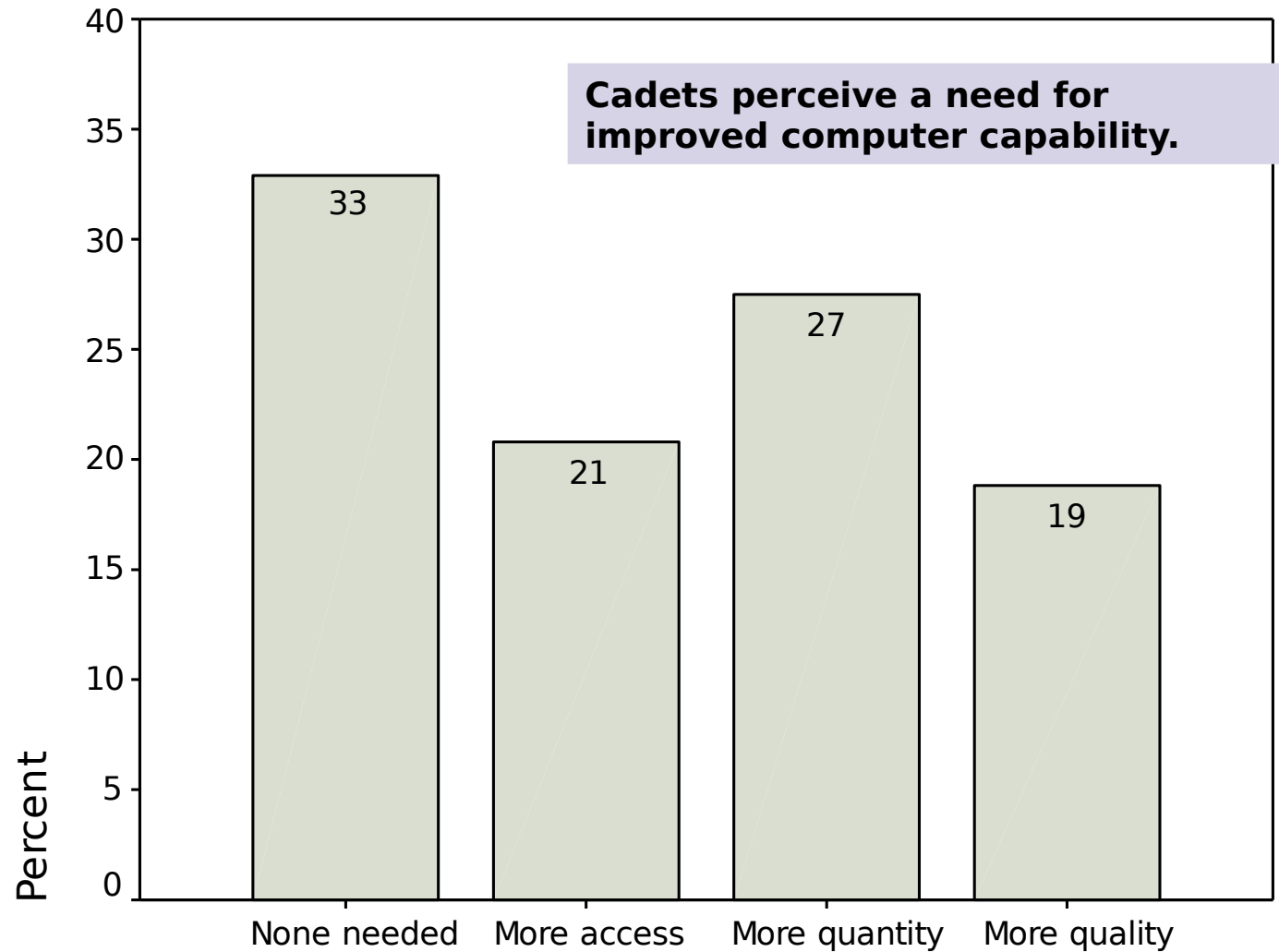
# Improvements to Cadre



# Improve Classroom Space

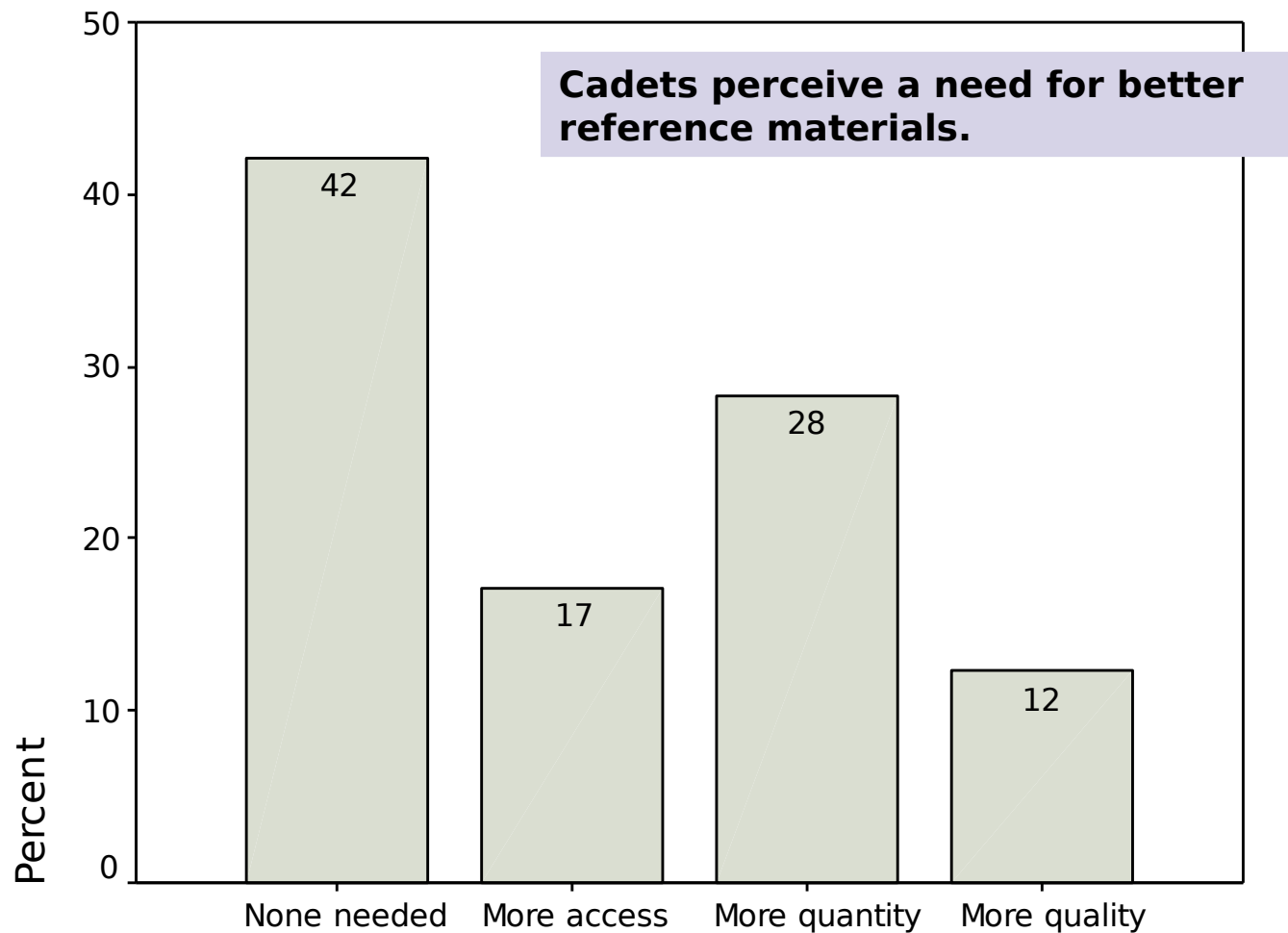


# Improve Computers



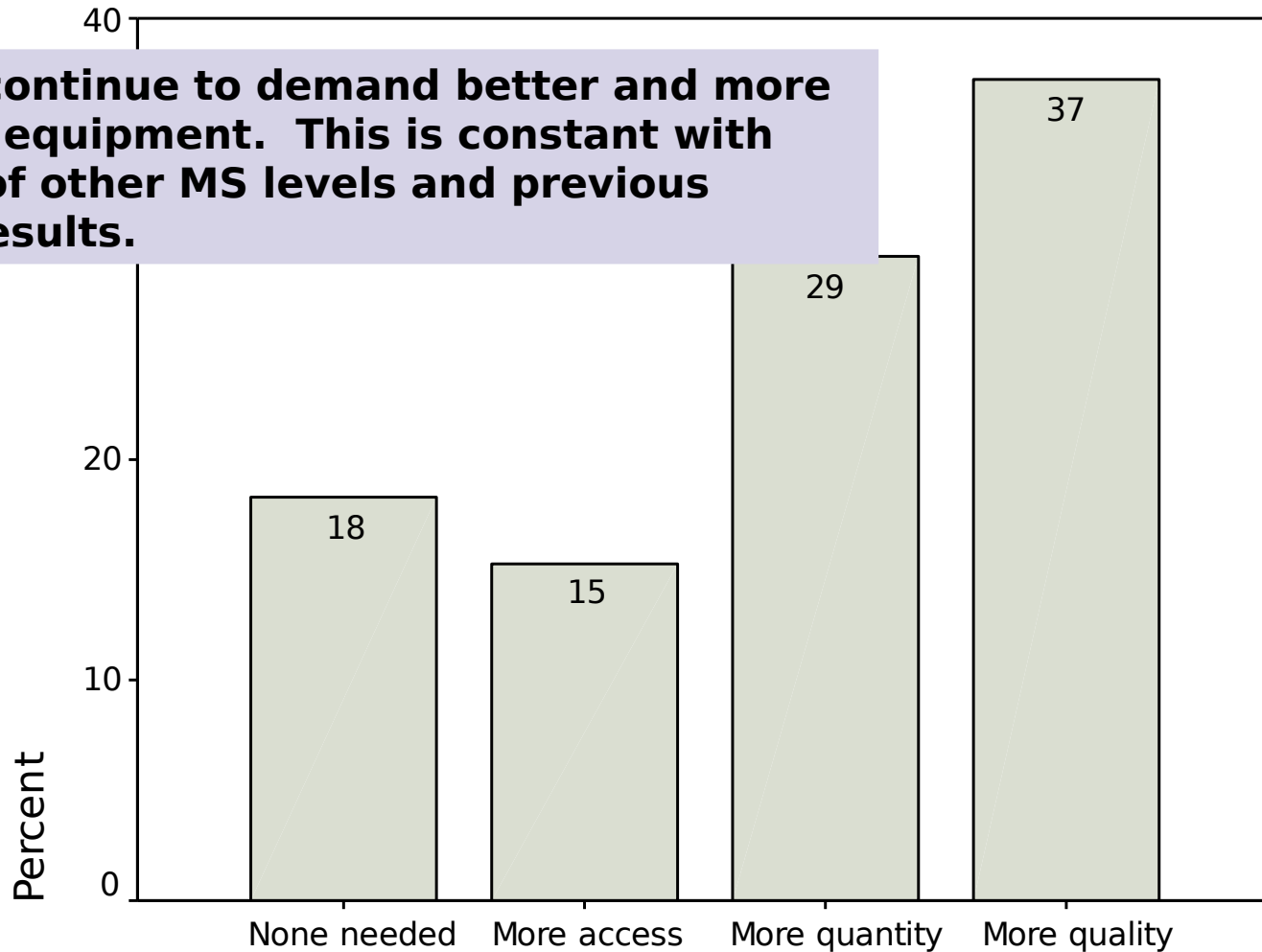


## Improve Library Materials



## Improve Training Equipment

**Cadets continue to demand better and more training equipment. This is constant with results of other MS levels and previous years' results.**



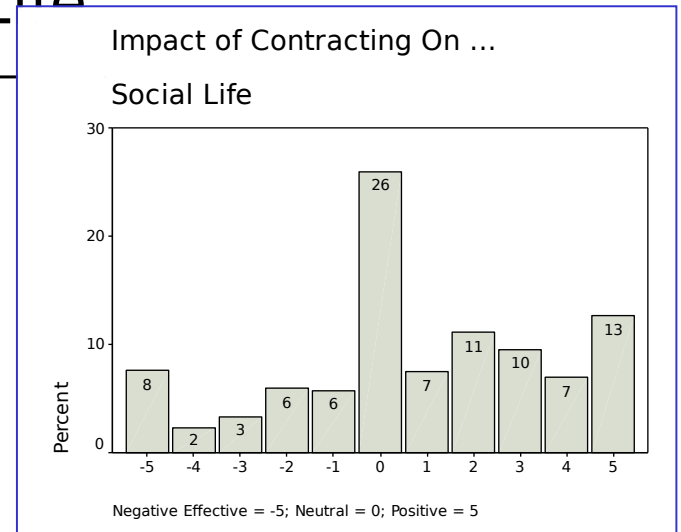
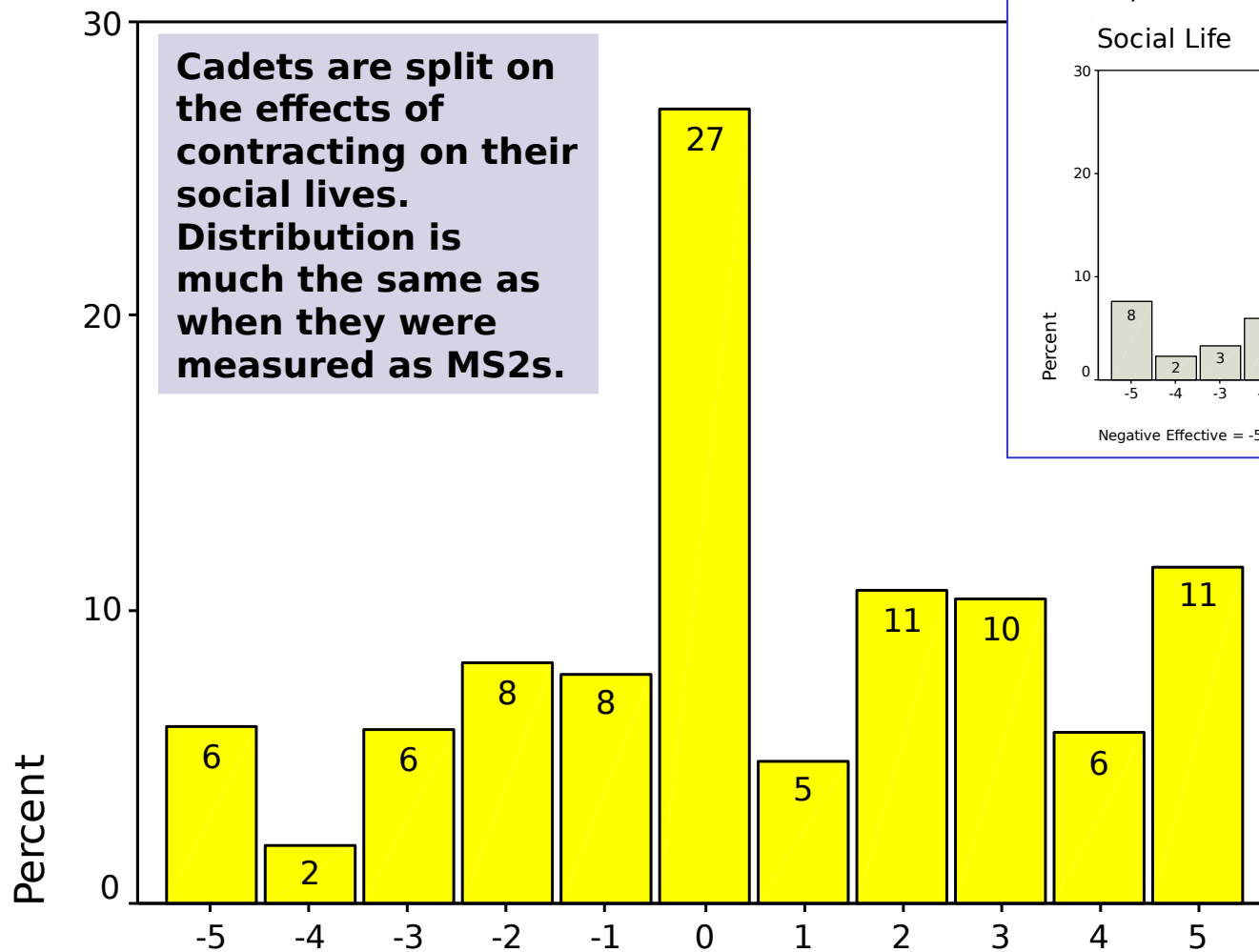
## **Key Issues associated with Perception of Needed Improvements:**

- ✓ Classroom space is not an issue with cadets.**
- ✓ Computers, library materials and most importantly, training materials are perceived of as inadequate.**
- ✓ Cadre are seen as sufficient in quality, but 26% say they need more cadre or better access to cadre.**
- ✓ These results are consistent with previous years' results and with the perceptions of other MS levels.**

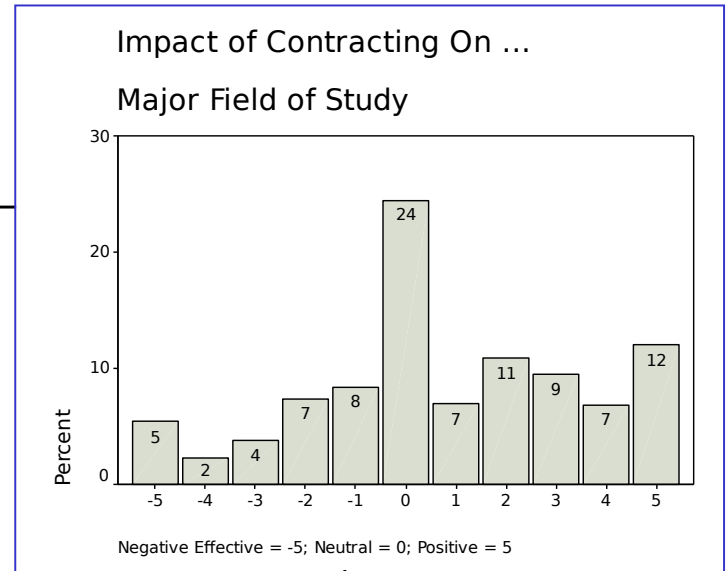
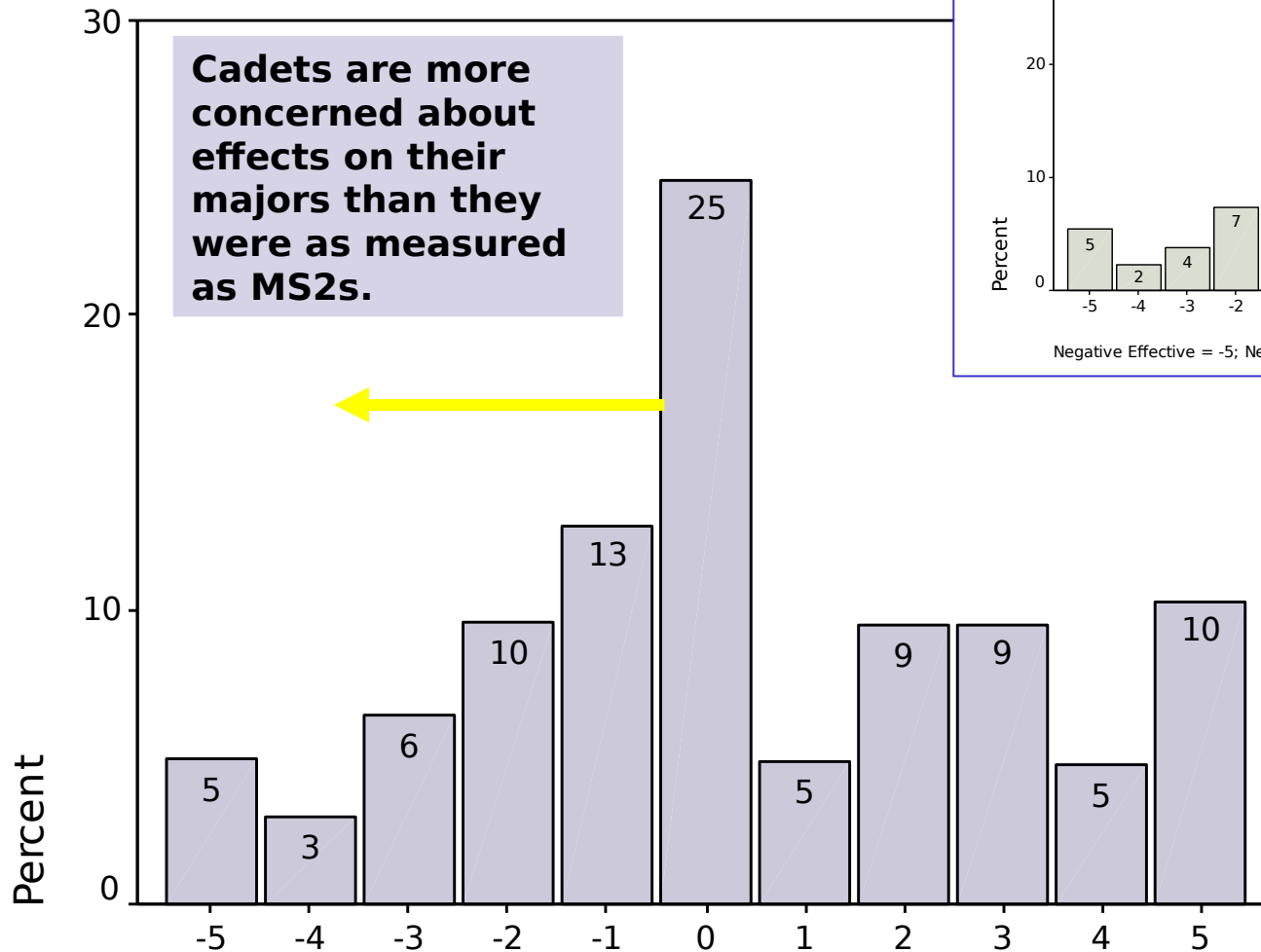
# **Cadet Perceptions of Impact on Personal Lives of Contracting (objections to be overcome during the contracting process)**

- **School**
- **Family**
- **Personal time**

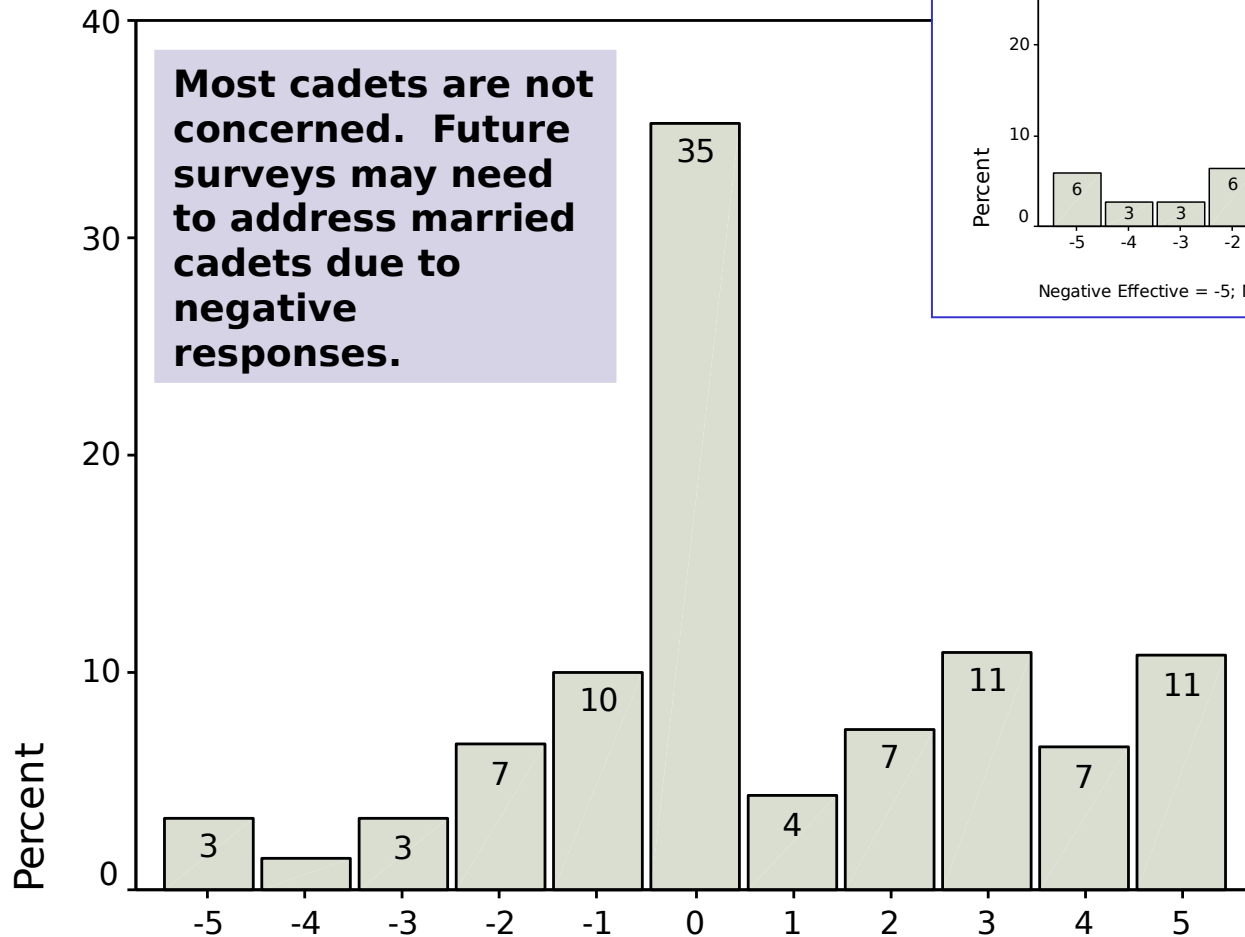
# Contracting Effect on Social Life



# Effect Major Studies

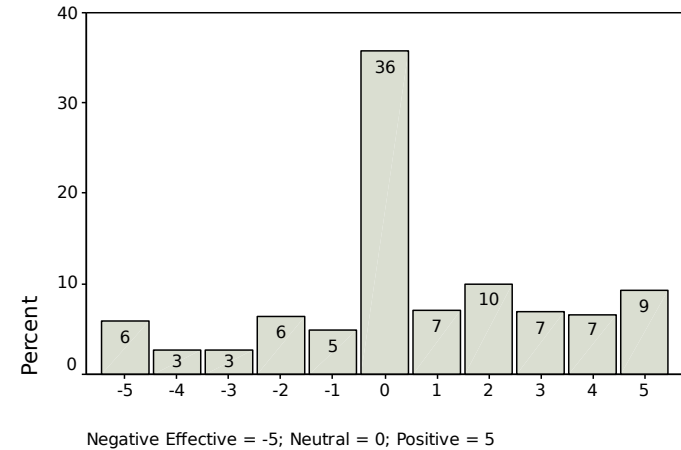


## Effect Family Life

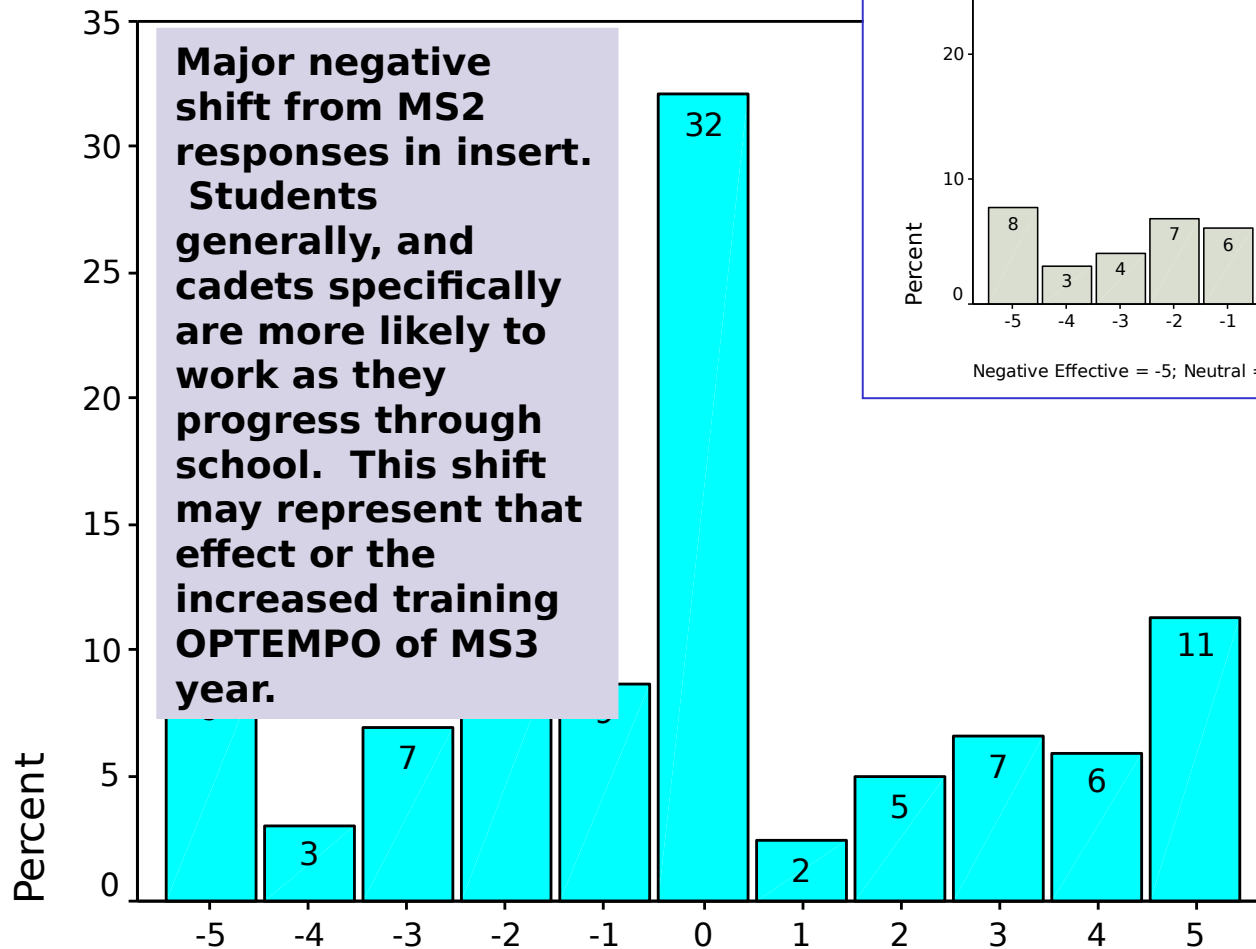


### Impact of Contracting On ...

#### Family Life

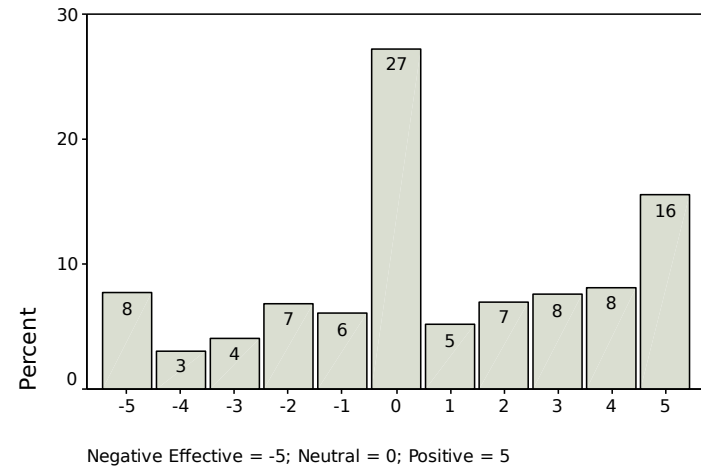


## Effect Job Out of School



### Impact of Contracting On ...

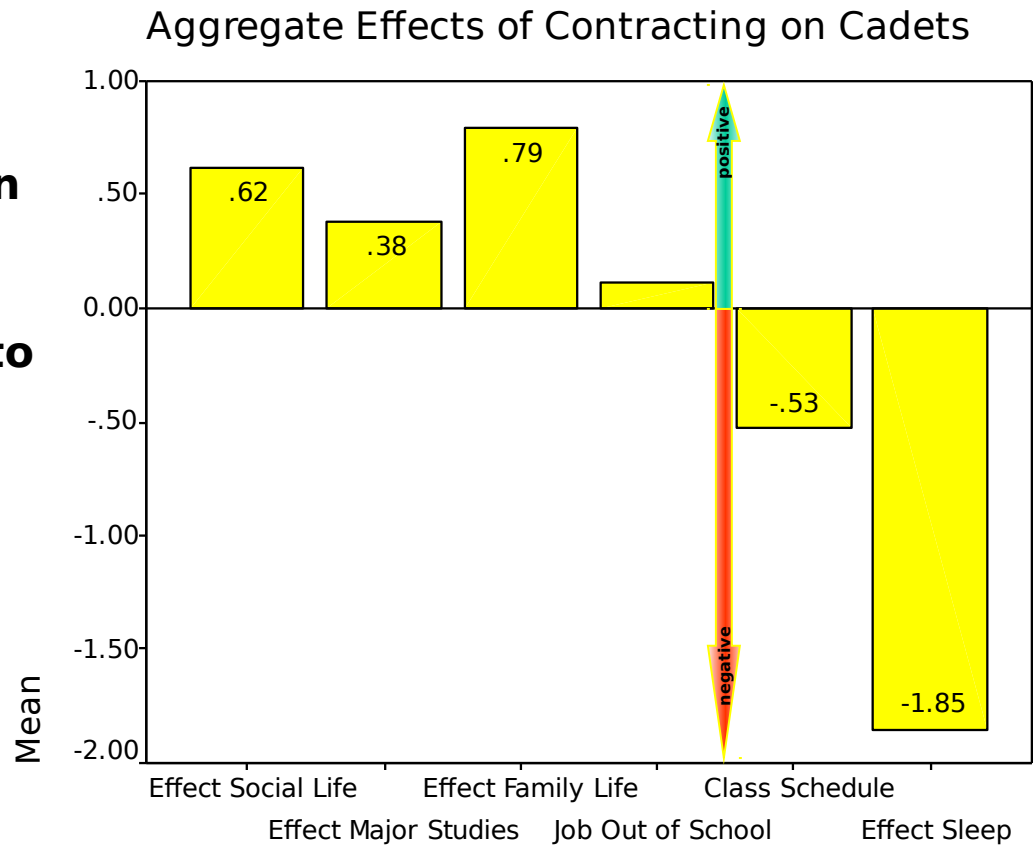
#### Job outside school





**Cadets complain of impact of contracting on sleep; however, effects on family life and social life are the most likely to impact the decision to stay to commission.**

**Overall aspects of contracting affected 14 percent of the cadet's decision to remain.**



**Coefficients of Effects of Contracting on Personal Life of Cadet**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.38	.063		133.410	.000
Effect Social Life	.077	.022	.114	3.590	.000
Effect Major Studies	-.01	.024	-.010	-.290	.772
Effect Family Life	.082	.023	.114	3.649	.000
Effect Job Out of School	.005	.019	-.069	-2.365	.018
Effect Class Schedule	.001	.025	.001	.027	.978
Effect Sleep	-.04	.022	-.058	-1.894	.058

a. Dependent Variable: Stay\_Comm

## **Key Issues associated with contract and impact on personal lives.**

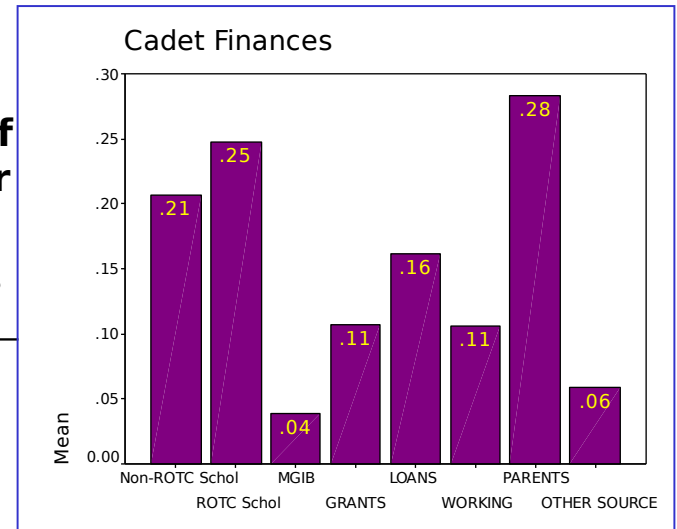
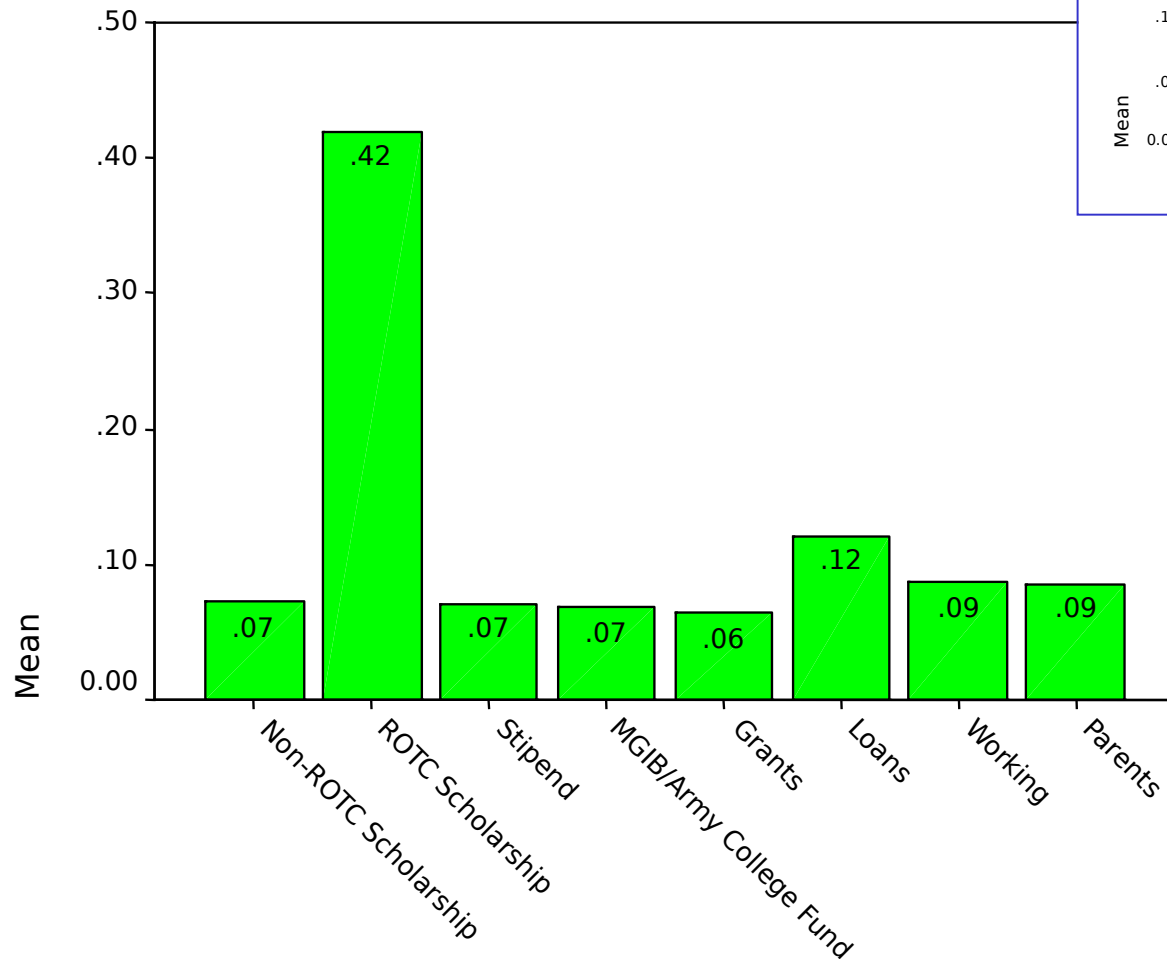
- ✓ **School: Cadets saw an impact on their major field of studies through contracting to commission. This impact was not felt by everyone and there was no conclusion of significant impact on the decision to commission.**
- ✓ **Family: Cadets were uneven about family and social impacts of contracting. While cadets were generally positive toward the impact, those who responded negatively did not plan to commission.**
- ✓ **Personal time: Sleep was a common complaint but did not significantly impact commissioning plans.**

# **Cadet Finances:**

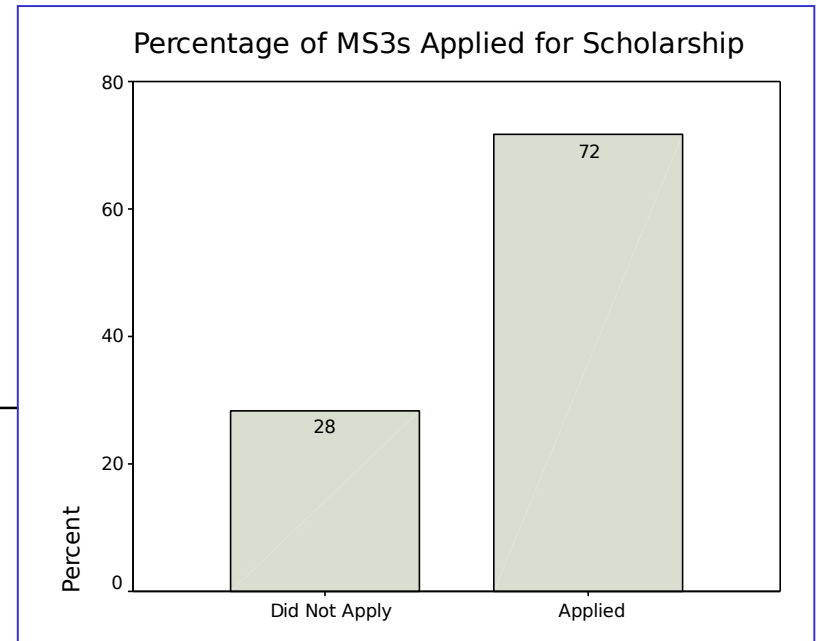
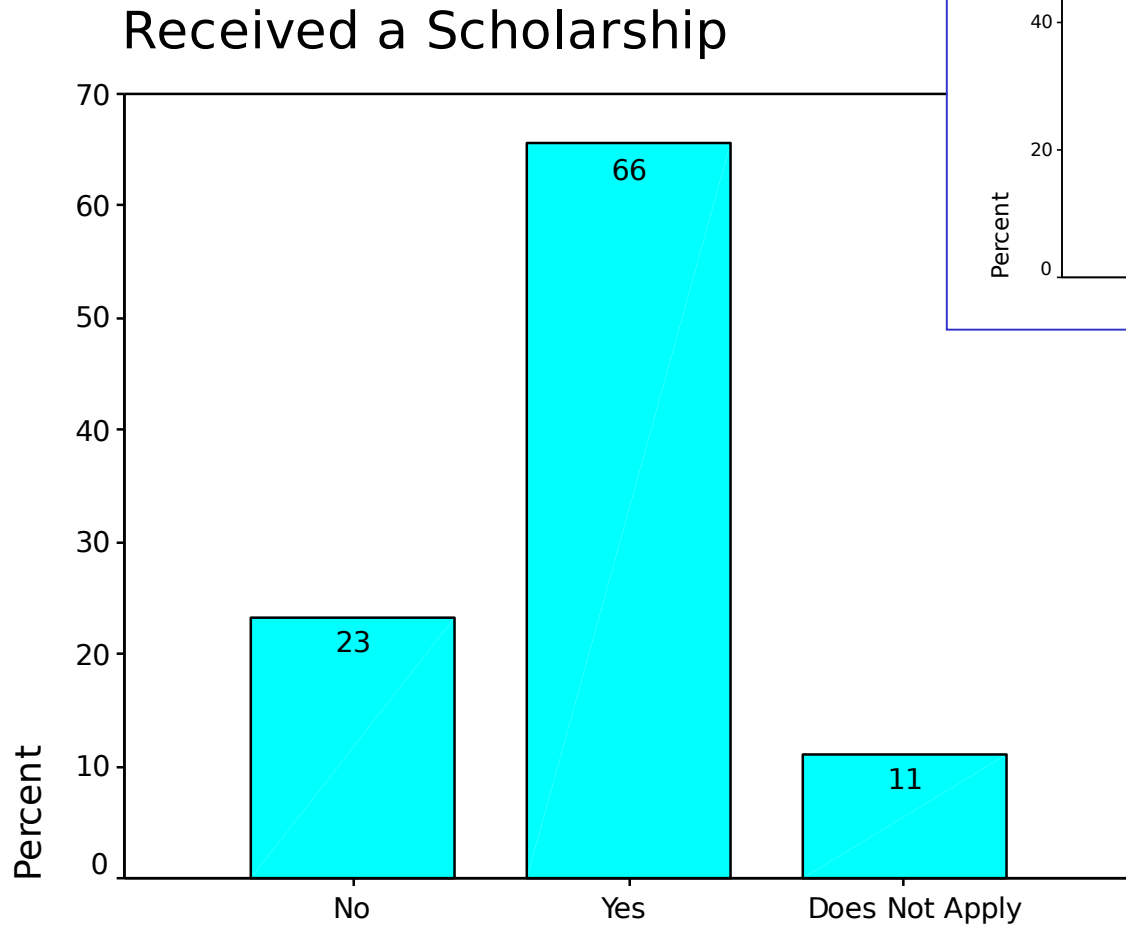
- **How cadets pay for school**
- **Scholarships**
- **Working**

**MS3s are far more dependent than MS2s on ROTC funding (see inset). About half of costs of college are through scholarship or stipend.**

For All MS3s, Only 42% of Costs Are Paid by Scholarships



**Most of those applying for a scholarship got one by their MS3 year. Interestingly, 28% of MS3s did not apply for a scholarship.**



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.073<sup>a</sup></b>	<b>.005</b>	<b>.005</b>	<b>2.27</b>

a. Predictors: (Constant), rec\_schol, app\_schol

**As in previous analyses, the act of applying for a scholarship is more predictive of intent to commission than actually getting one.**

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>71.689</b>	<b>2</b>	<b>35.845</b>	<b>6.973</b>	<b>.001<sup>b</sup></b>
	Residual	<b>3510.024</b>	<b>2628</b>	<b>5.141</b>		
	Total	<b>3581.713</b>	<b>2630</b>			

a. Predictors: (Constant), rec\_schol, app\_schol

b. Dependent Variable: Stay\_Comm

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>8.229</b>	<b>.102</b>		<b>80.505</b>	<b>.000</b>
	app_schol	<b>.397</b>	<b>.106</b>	<b>.079</b>	<b>3.729</b>	<b>.000</b>
	rec_schol	<b>2.979E-02</b>	<b>.018</b>	<b>.034</b>	<b>1.632</b>	<b>.103</b>

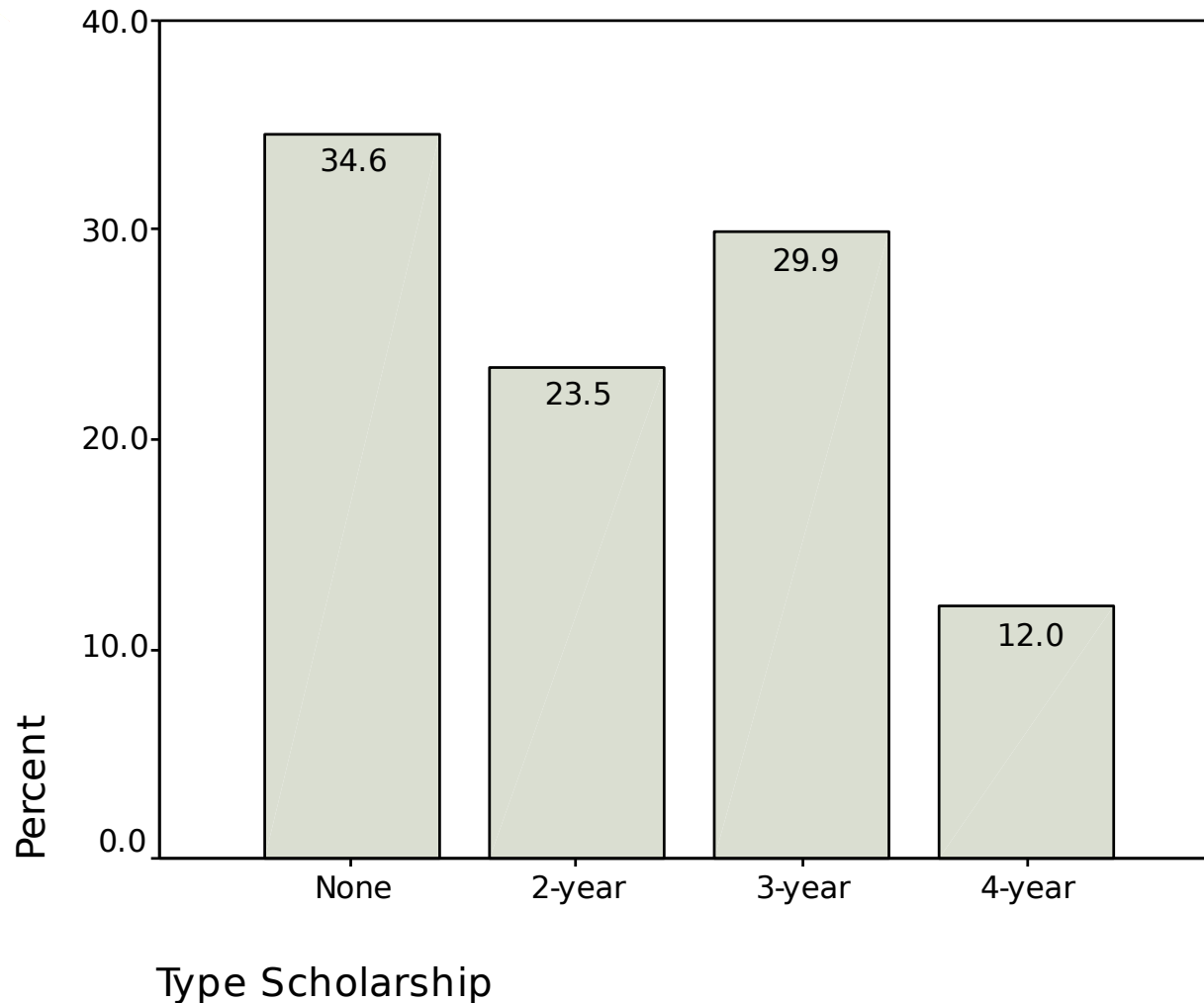
a. Dependent Variable: Stay\_Comm

# Cadets without a scholarship were less likely to indicate plans to stay to commission.

		Got a Scholarship?			
		No		Yes	
		Row %	Col %	Row %	Col %
Stay to Commission	0	55.2%	1.8%	44.8%	.8%
	1	47.8%	1.2%	52.2%	.7%
	2	64.0%	1.8%	36.0%	.5%
	3	43.9%	2.0%	56.1%	1.3%
	4	38.9%	3.9%	61.1%	3.2%
	5	38.5%	4.4%	61.5%	3.7%
	6	35.6%	5.7%	64.4%	5.4%
	7	34.5%	5.5%	65.5%	5.5%
	8	33.8%	8.4%	66.2%	8.6%
	9	34.3%	10.3%	65.7%	10.3%
	10	32.6%	55.1%	67.4%	59.9%

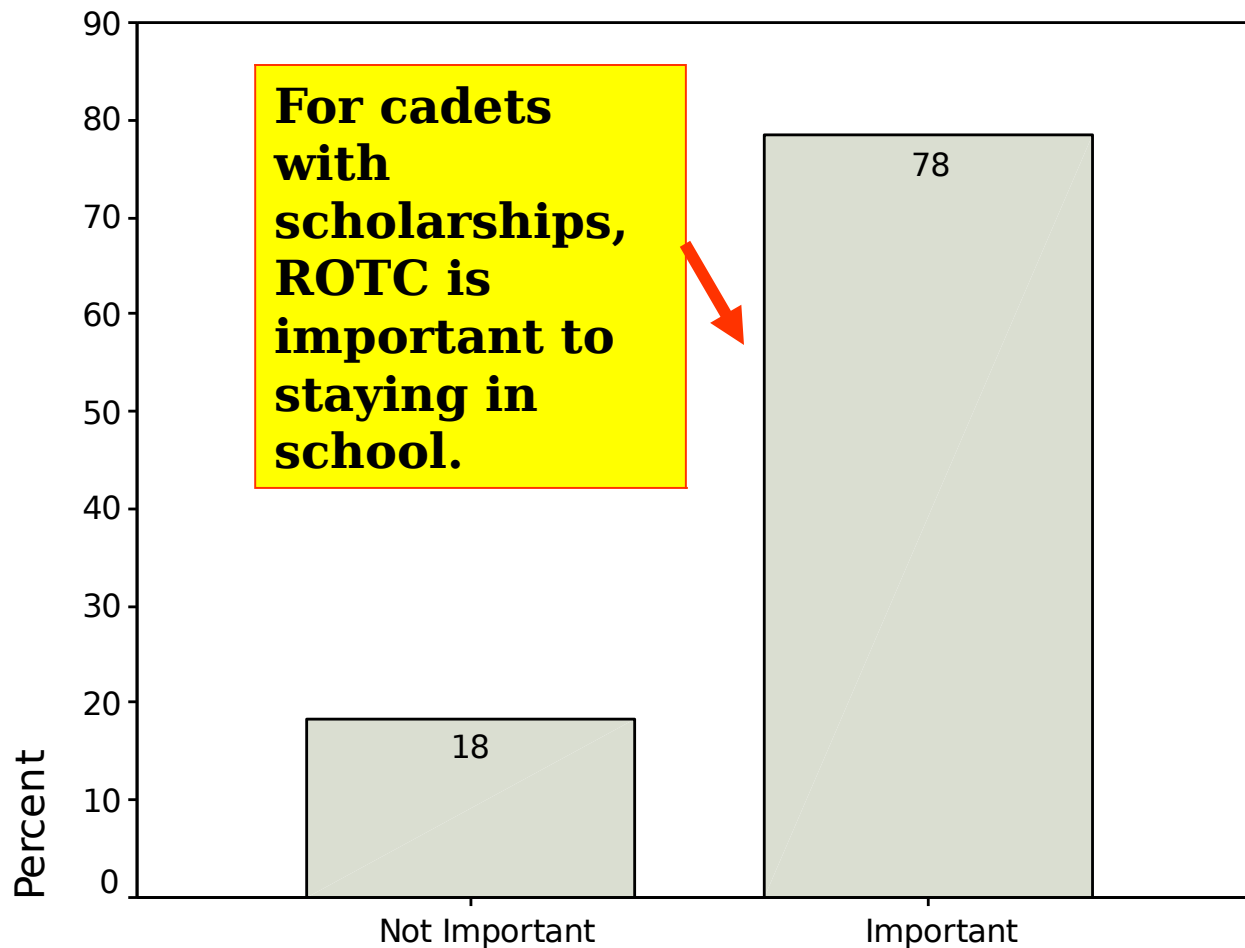
Differences were significant, but not dramatic.

**There were more two and three year scholarships in the sample reflecting the emphasis on on-campus scholarship awards**





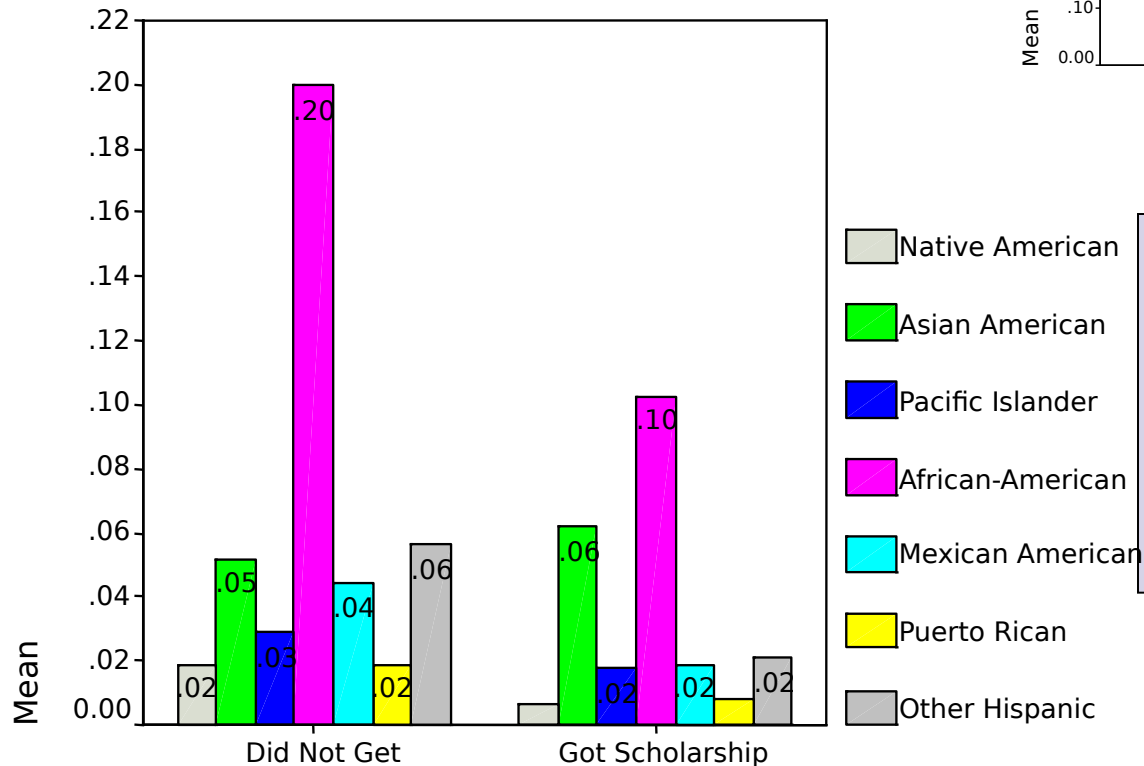
## Scholarship Importance to Stay in School



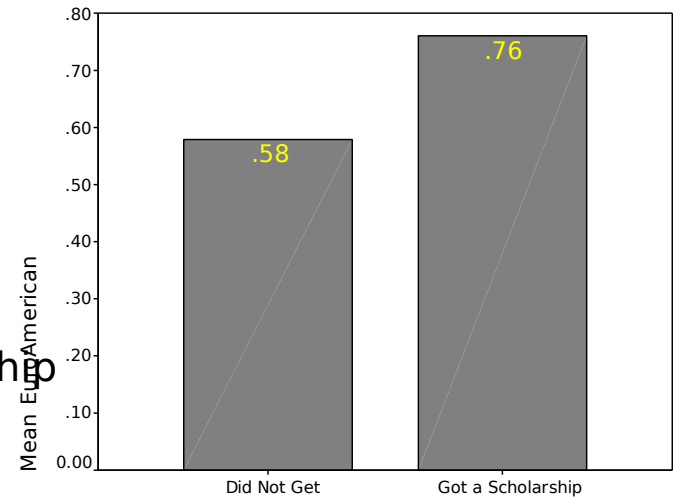
**There is an appearance of greater likelihood of white cadets getting scholarships. This is a continuance of previous research findings.**

With Exception of Asian Americans

More Minority Cadets Did Not Get Scholarship



Whites More Likely to Get Scholarship



## MS1 Application Fulfillment

	Of Those Applying, Got a Scholarship
Native American	.4194
White	.5003
African-American	.2396
Hispanic	.4286
Asian-PI	.4762

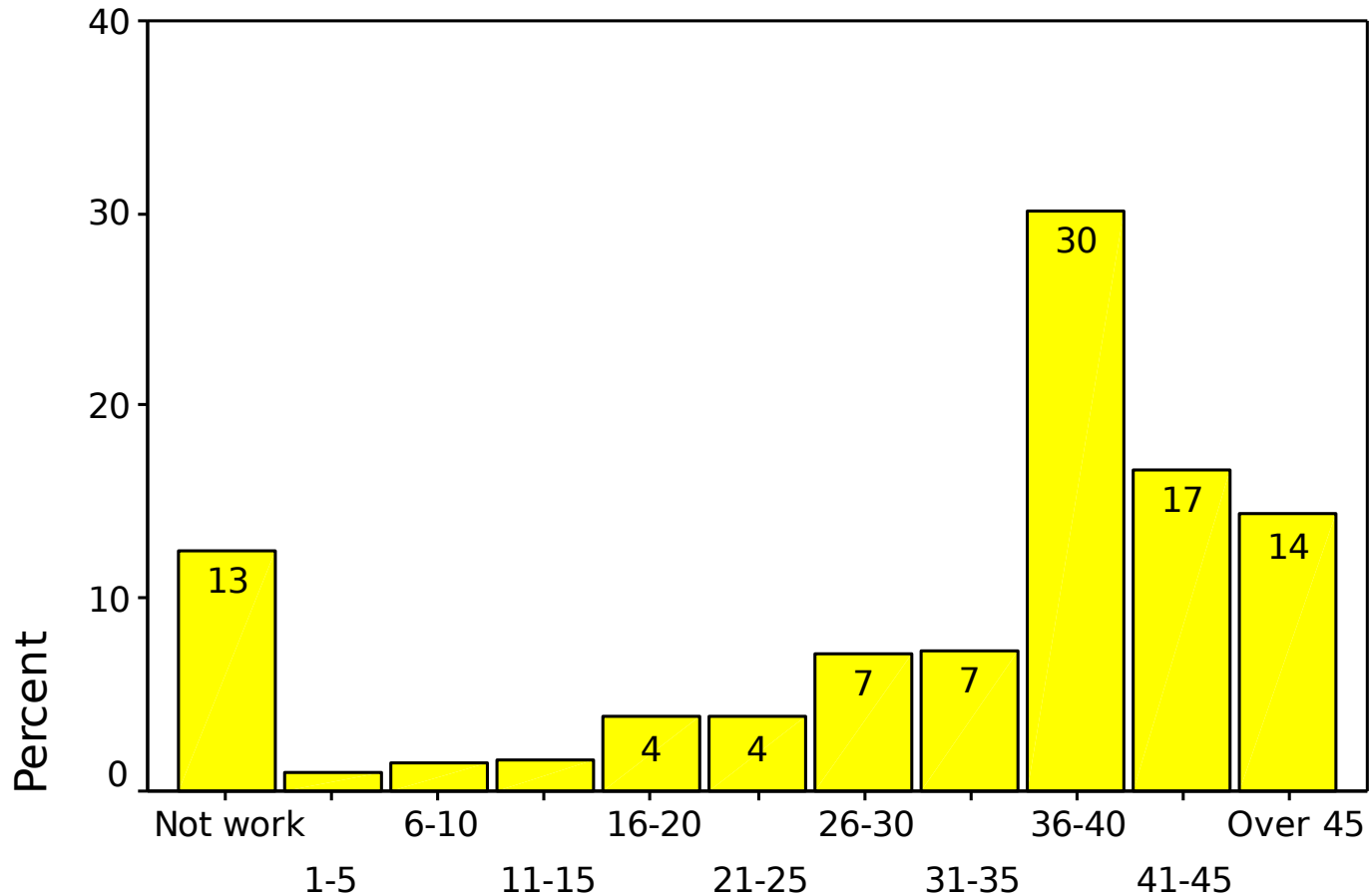
**Longer scholarship length (4 years versus 3 or even 2) results in higher commitment to commission.**

**The longer the scholarship period, the more African-Americans, Pacific Islanders and Mexican Americans will commit to commissioning.**

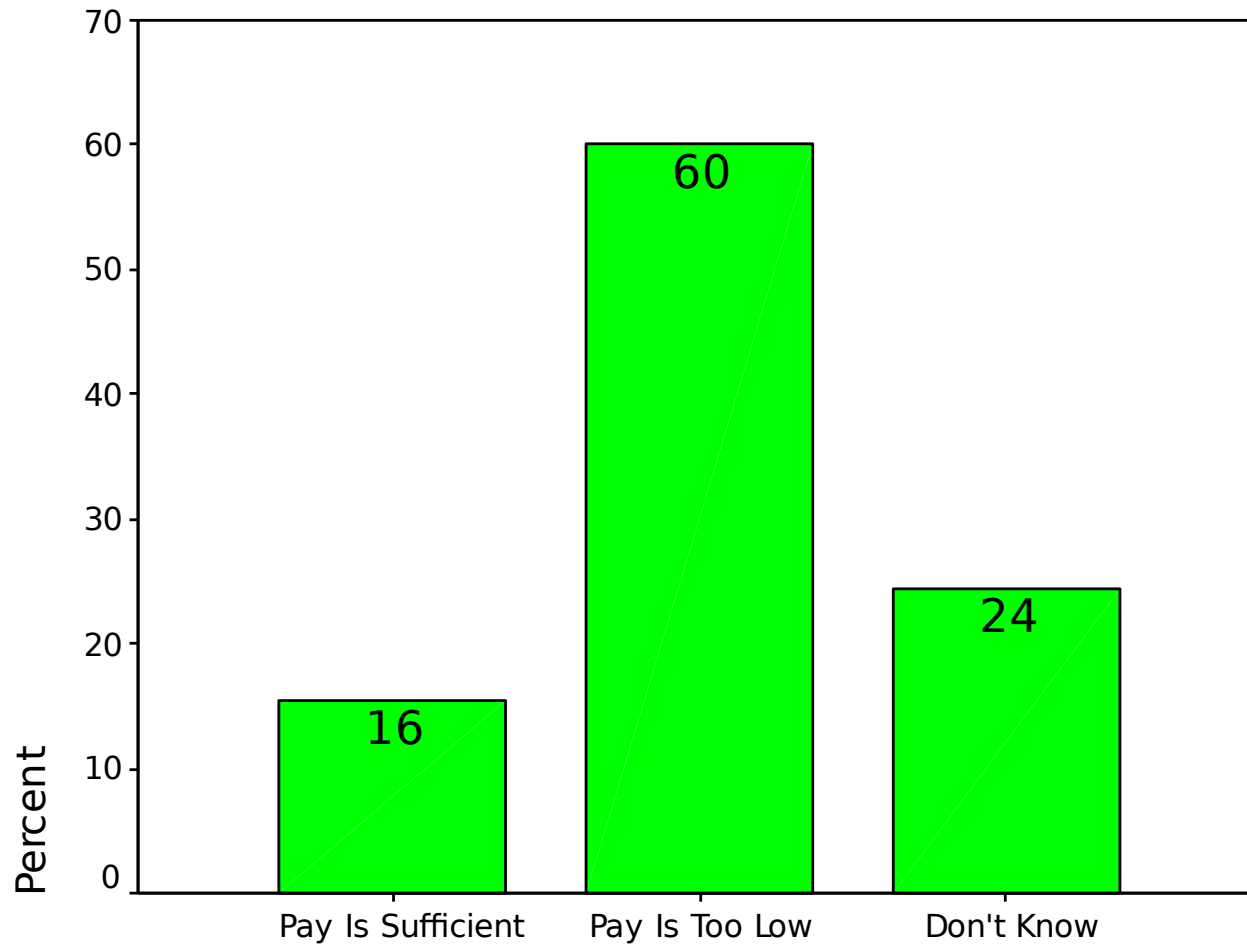
## **Impact of Scholarship Length by Ethnicity**

<b>ETHNIC</b>		<i>Co-efficient of Determination</i>
<b>Native American</b>		<b>.034</b>
<b>Asian American</b>		<b>.052</b>
<b>Pacific Islander</b>		<b>.122</b>
<b>African-American</b>		<b>.121</b>
<b>Mexican American</b>		<b>.112</b>
<b>Puerto Rican</b>		<b>.055</b>
<b>Other Hispanic</b>		<b>.026</b>
<b>White</b>		<b>.096</b>
<b>Middle Eastern</b>		<b>.096</b>

## Only 13 Percent of MS3 Cadets Report That They Do Not Work in the Summer

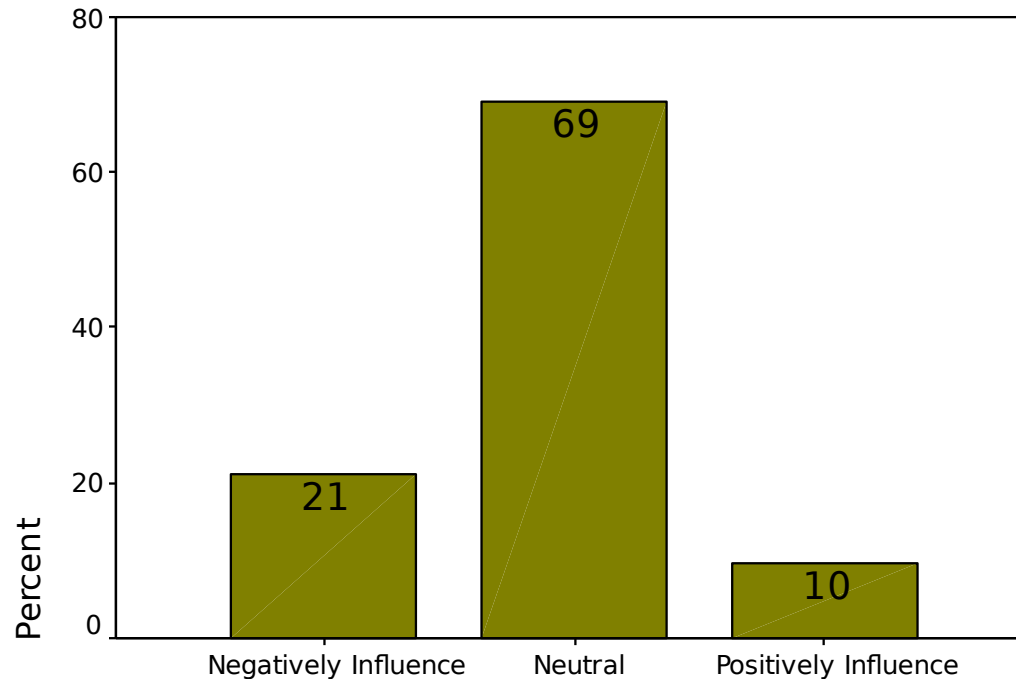


## 60 Percent Think Camp Pay Is Too Low



## Camp Pay Negatively Influences

21 Percent of Cadets to Remain

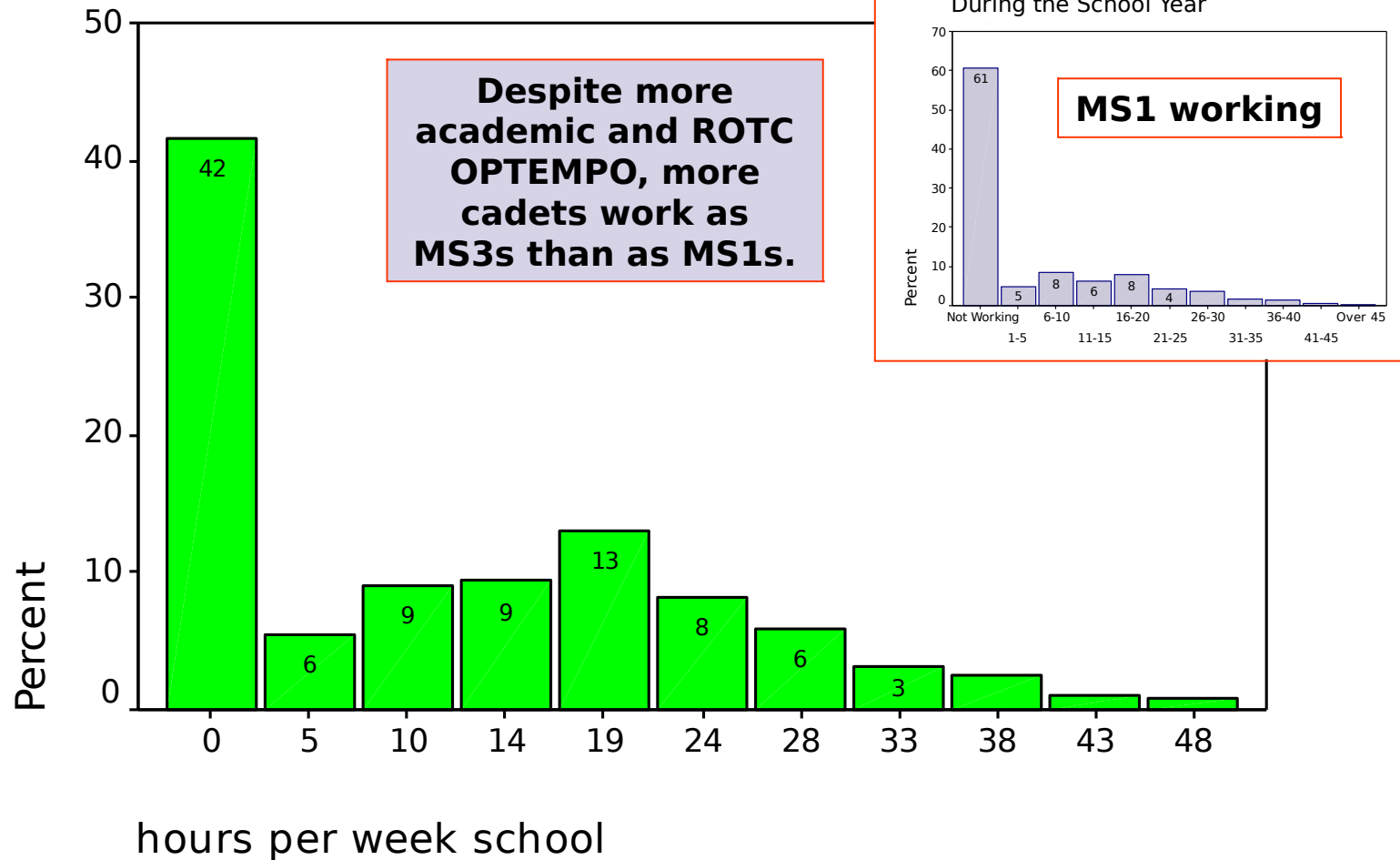


**Strong Relationships Between the Number of Hours Worked and the Effect that Camp Pay Is Too Low; Plus, Cadets Who Work More in the Summer Are Negatively Influenced by Camp Pay to Continue in ROTC**

		Influence to Remain in ROTC	Advanced Camp Pay Levels
<b>Working During the Summer</b>	Pearson Correlation	<b>-.1252</b>	<b>.2788</b>
	Sig. (2-tailed)	<b>.0000</b>	<b>.0000</b>
	N	<b>1993</b>	<b>1993</b>

# Number of Hours MS3 Cadets Work

During the school year



**Non-ROTC Scholarship Contributes Heavily Toward the Decision to Continue to Commission.**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.998	.087		57.251	.000
	ROTC Scholarship	1.375	.150	.170	9.178	.000
	Non-ROTC Scholarship	3.889E-02	.045	.018	.860	.390
	GRANTS	3.833E-02	.297	-.009	-.298	.766
	LOANS	-.462	.252	-.051	-1.834	.067
	WORKING	-.450	.286	-.042	-1.573	.116
	PARENTS	-.437	.162	-.048	-2.701	.007

**Below -- Sources of financing are related to plans to commission. However, only scholarships and stipends were positive. When other sources of funding are present, cadets tend not to plan to commission, even as**

**relationships between plans to remain to commission in and sources of funding for college.**

**Inset above. MS1s plans to commission were also dependent on the sources of financing.**

		Stay to Commission
Non-ROTC Scholarship	Pearson Correlation	-.044
	Sig. (2-tailed)	.022
ROTC Scholarship	Pearson Correlation	.114
	Sig. (2-tailed)	.000
Stipend	Pearson Correlation	.031
	Sig. (2-tailed)	.117
MGIB/Army College Fund	Pearson Correlation	.018
	Sig. (2-tailed)	.357
Grants	Pearson Correlation	-.065
	Sig. (2-tailed)	.001
Loans	Pearson Correlation	-.063
	Sig. (2-tailed)	.001
Working	Pearson Correlation	-.024
	Sig. (2-tailed)	.225
Parents	Pearson Correlation	-.039
	Sig. (2-tailed)	.043



## **Summary of MS3 Cadet Finances:**

- ✓ Applying for scholarship is linked to continuing in ROTC.**
- ✓ Scholarships are extremely important to stay in school for those getting them.**
- ✓ The more a cadet relies on Army ROTC for financial support, the greater the chance of commissioning.**
- ✓ All but 13% of cadets work in the summer and 58% work during the school year.**
- ✓ Advanced Camp pay is considered insufficient by the majority of cadets who feel that the low pay will be a financial burden.**
- ✓ Advanced Camp pay may lead to a small percentage of cadets leaving Army ROTC because of the financial imposition.**
- ✓ MS3 cadets work more hours during the school year than MS1s, despite most being on scholarship and the greater demands of the junior year in school.**
- ✓ Loans and parental support reduce the commitment of the cadet to commission.**

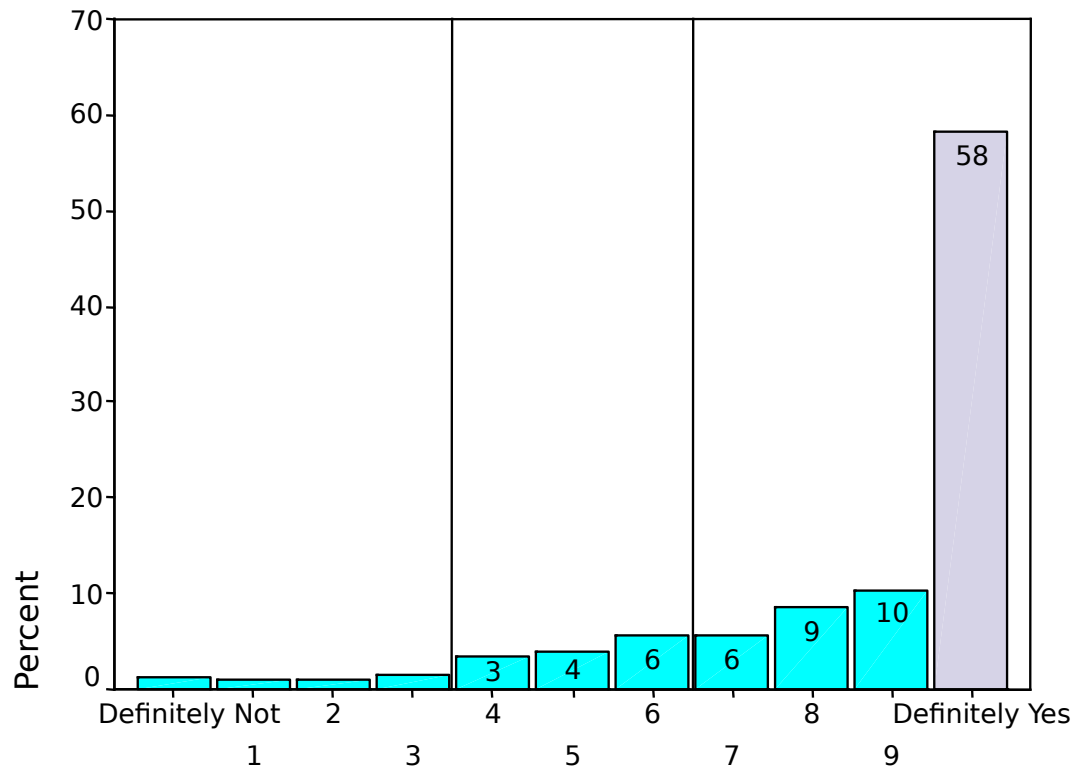
# **Plans for Commissioning (Retention):**

- **Commissioning Plans**
- **People Influencing the Decision to Commission**
- **Reasons for Commissioning**

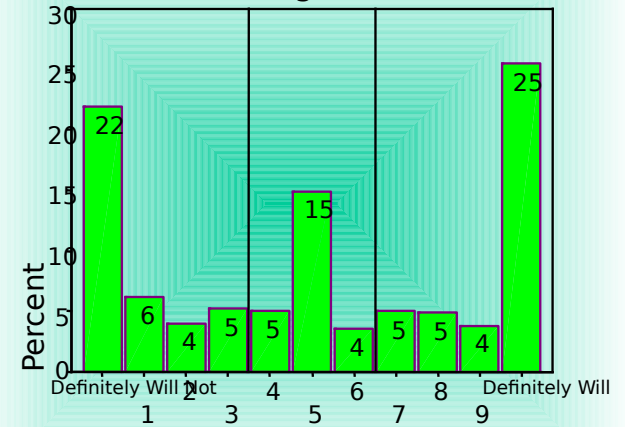
**While the increase in plans to commission is evident over MS1s and MS2s, there is a substantial number of contracted cadets who plan NOT**

**to commission.**

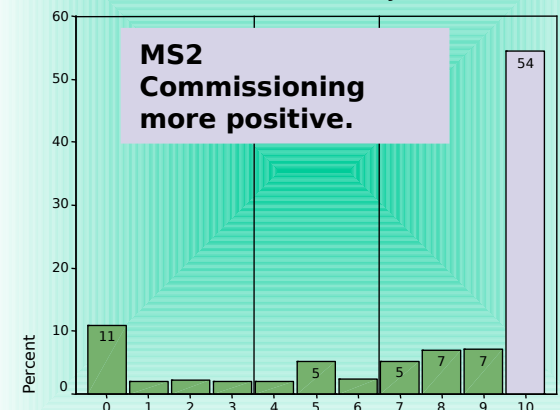
## Most Plan to Stay to Commission



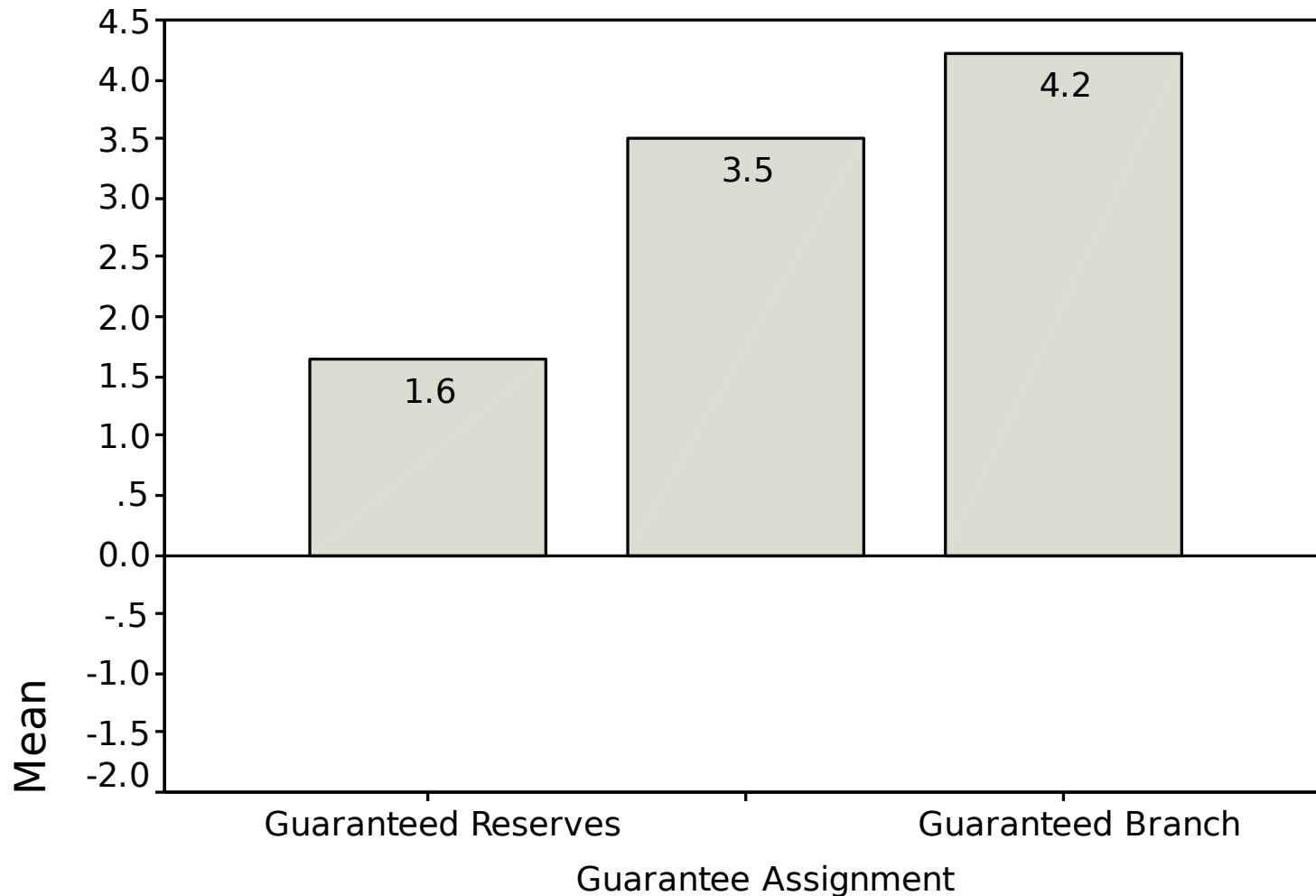
## Commissioning Plans of MS1s



## Will Commission - 68% Say Yes

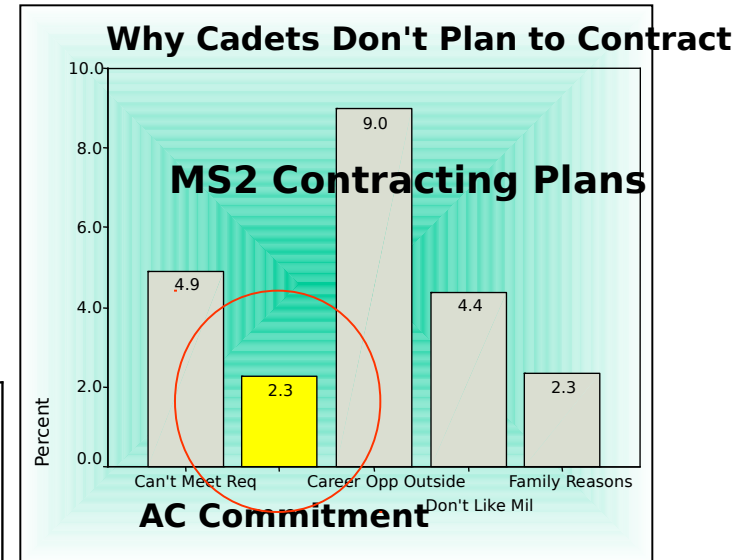
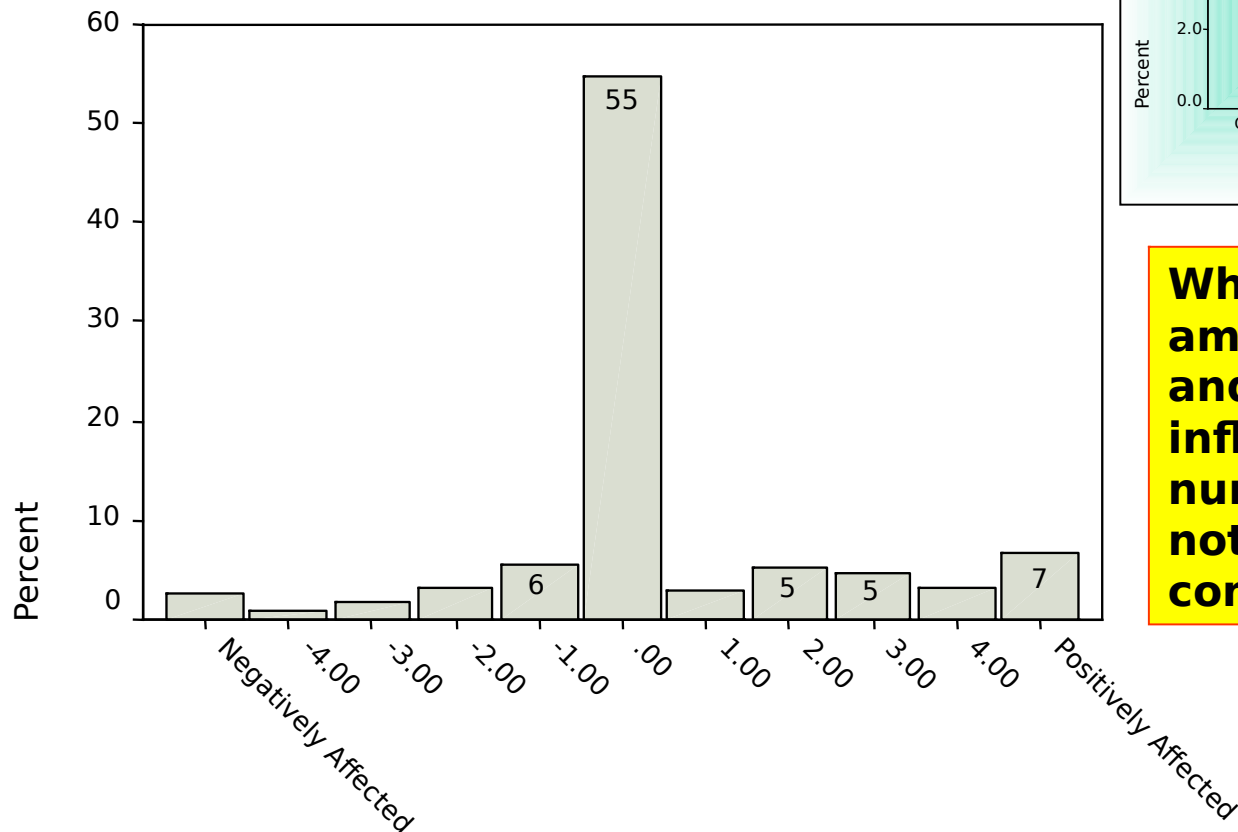


# Guarantee of Branch Most Important In Positively Affecting Commission Decision



MSO Did Not Negatively Affect

Many MS3 Cadets' Plans to Commission



**While a concern among cadets, ADSO and MSO do not influence a large number of cadets to not contract and commission.**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.043<sup>a</sup></b>	<b>.002</b>	<b>.001</b>	<b>2.27</b>

a. Predictors: (Constant), robust\_econ

**Perceptions of a robust economy had only a mild negative effect on plans to commission.**

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>25.345</b>	<b>1</b>	<b>25.345</b>	<b>4.915</b>	<b>.027<sup>a</sup></b>
	Residual	<b>3556.369</b>	<b>2629</b>	<b>5.156</b>		
	Total	<b>3581.713</b>	<b>2630</b>			

a. Predictors: (Constant), robust\_econ

b. Dependent Variable: Stay\_Comm

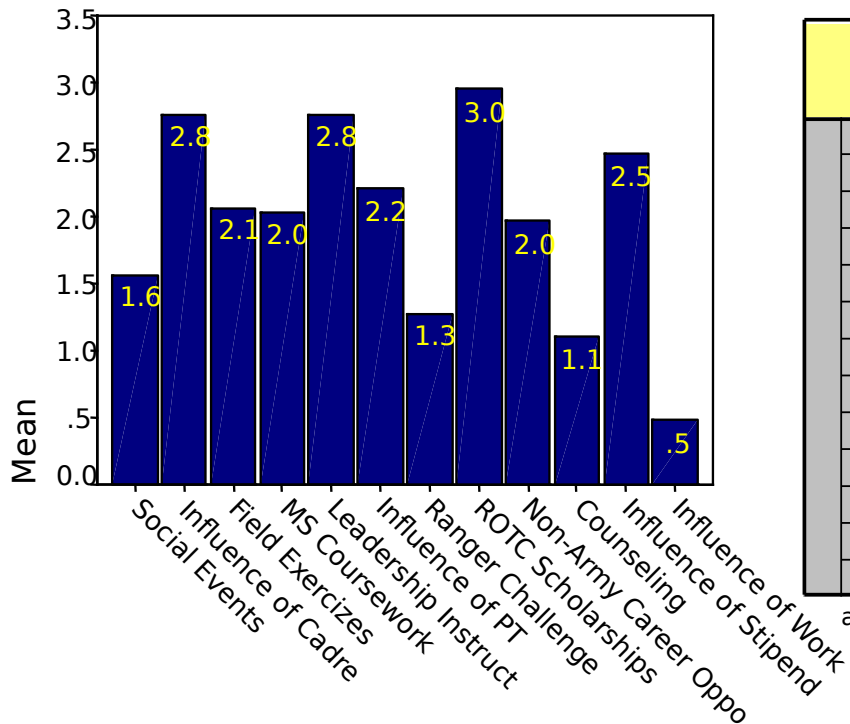
### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>8.609</b>	<b>.049</b>		<b>174.957</b>	<b>.000</b>
	robust_econ	<b>4.019E-02</b>	<b>.018</b>	<b>-.043</b>	<b>-2.217</b>	<b>.027</b>

a. Dependent Variable: Stay\_Comm

- ✓ Cadets claim scholarships as the most important influence on the decision to remain to commission.
- ✓ However, cadre influence is the strongest impact, followed by FTXs, coursework and then scholarships.
- ✓ Working was a negative influence, as was counseling.
- ✓ These results combined with other research shows that there is a problem with counseling among cadre.

Influence on Decision to Commission

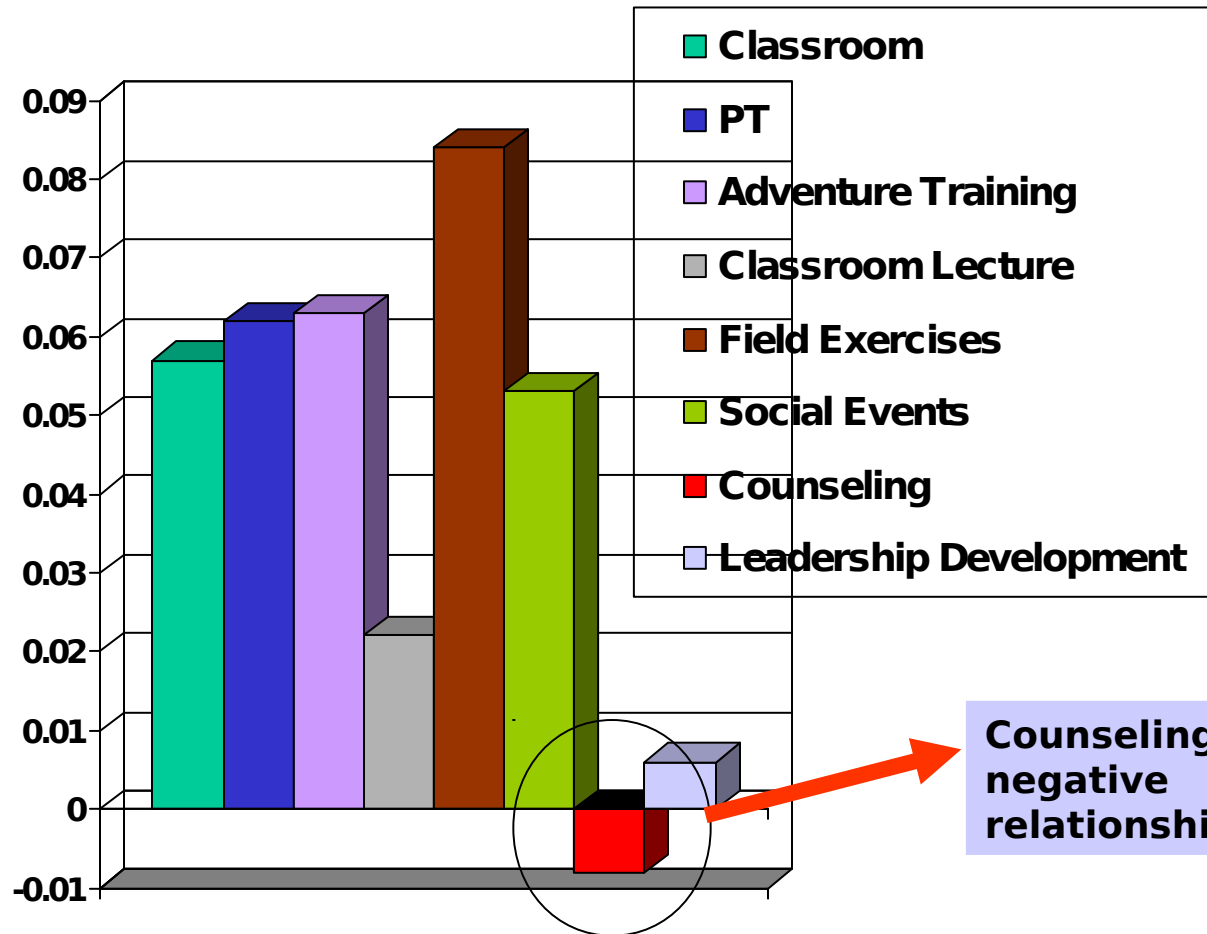


Coefficients

	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	7.7	.097		.000
Influence of Social Events	.04	.022	.039	.076
Influence of Cadre	.112	.025	.102	.000
Influence of Field Exercises	.09	.025	.120	.000
Influence of MS Coursework	.08	.030	.094	.010
Influence of Leader Develop	-.03	.028	-.037	.278
Influence of PT	.01	.022	.011	.707
Influence of Ranger Challenge	.02	.015	.023	.324
Influence of ROTC Scholarship	.09	.020	.088	.000
Non-Army Career Opportunities	-.02	.019	-.025	.318
Influence of Counseling	-.05	.028	-.061	.055
Influence of Stipend	.01	.022	.018	.493
Influence of Work	-.06	.021	-.073	.007

a. Dependent Variable: Stay\_Comm

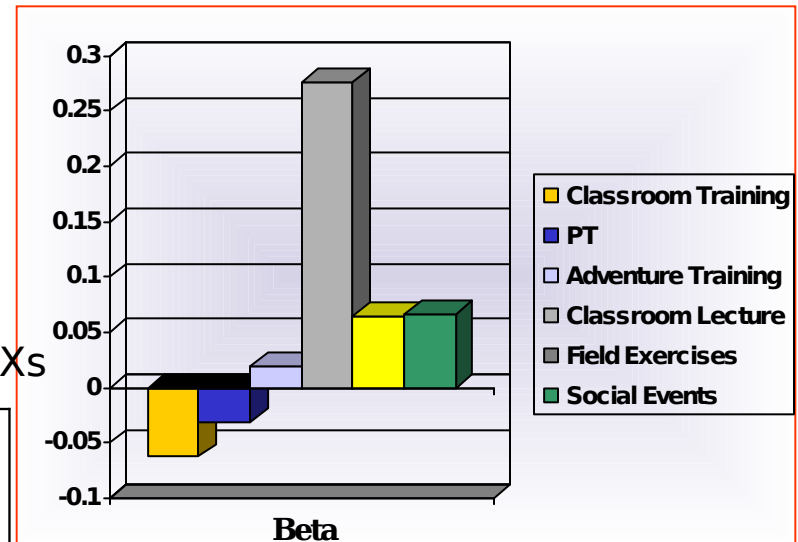
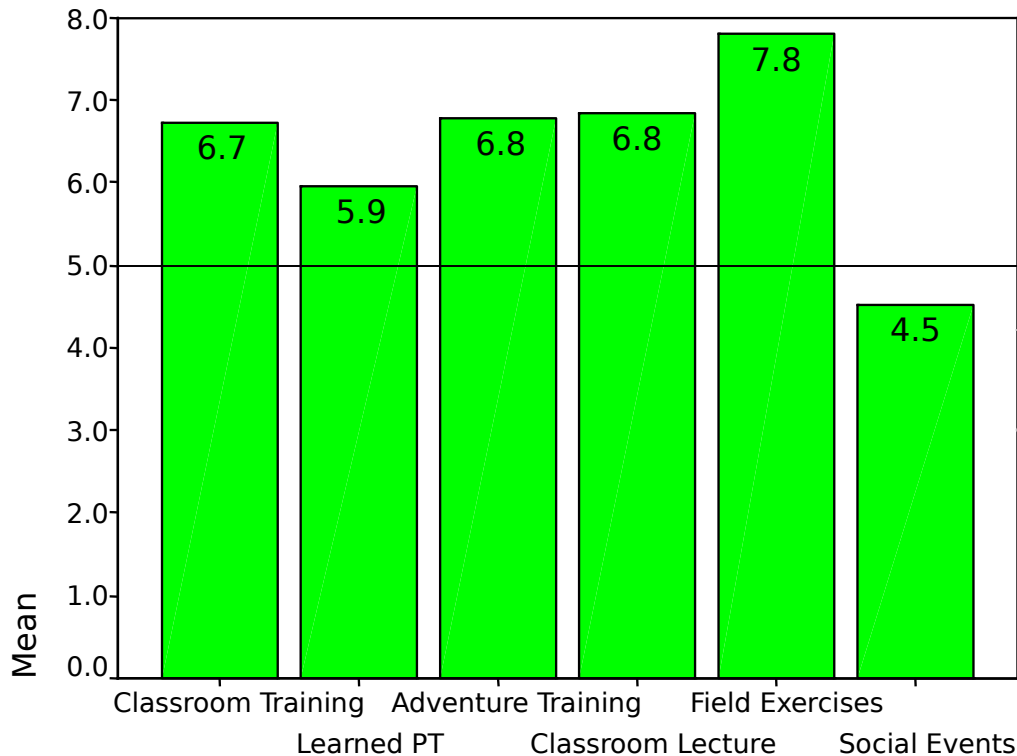
## Cadets Who Rated FTXs High Also Planned to Remain to Commission





**Although cadets learned most from FTXs, the perceived quality of learning experience from classroom lecture had the greatest impact on the commissioning plans (see inset).**

Cadets Said that They Learned Most from FTXs

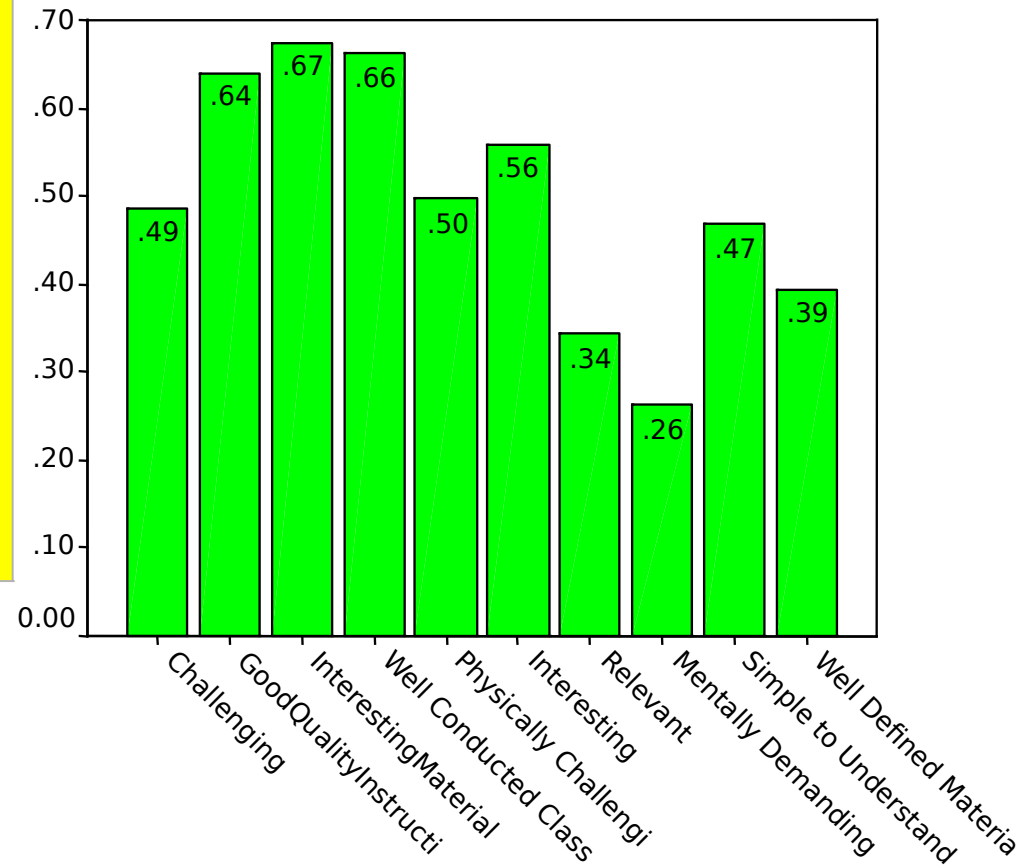


**Expected**

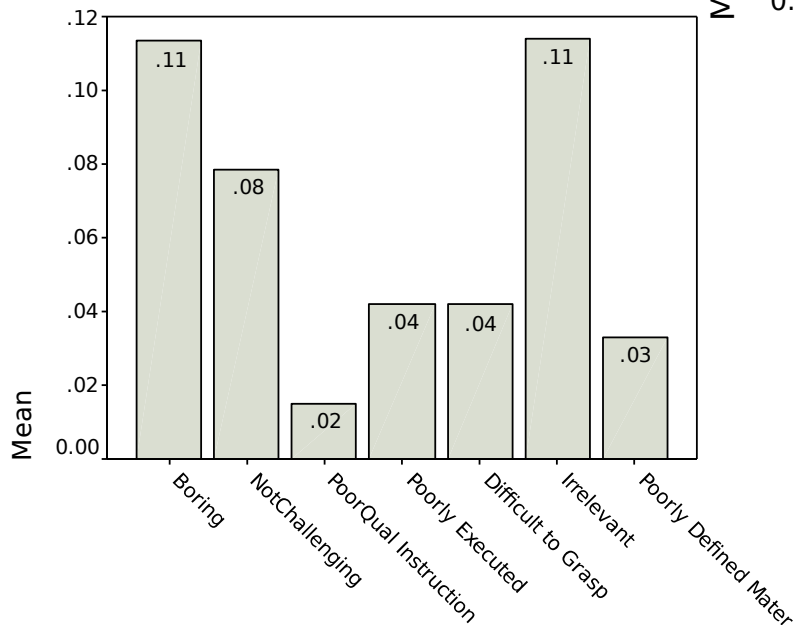
**Social Events  
appeal to  
only a small  
number of  
cadets.**

- ✓ **Positive comments far outweigh negative comments on instruction.**
- ✓ **However, some cadets are insufficiently challenged by the coursework.**

Positive Comments on Instruction



Negative Comments on Instruction



**Coefficients<sup>a</sup>**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
12	(Constant)	6.272	.172		36.545	.000
	Learned Classroom Lecture	.268	.023	.287	11.434	.000
	Simple to Understand	.273	.090	.060	3.031	.002
	Irrelevant	-.514	.136	-.072	-3.775	.000
	Easy Classes	.388	.101	.077	3.827	.000
	Field Exercises	5.069E-02	.016	.065	3.190	.001
	Social Events	4.716E-02	.016	.062	3.037	.002
	Poorly Executed	.611	.219	.054	2.794	.005
	Difficult to Grasp	-.561	.213	-.049	-2.628	.009
	Learned Classroom Training	4.959E-02	.022	-.056	-2.240	.025

a. Dependent Variable: Stay Comm

**Bottom line: Cadets may not like classroom lecture, but bad experiences in the classroom contributes significantly to questioning the decision to commission.**

**variance in the decision to continue is accounted for by perceptions of coursework.**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
12	(Constant)	5.88	.192		30.729	.000
	Learned Classroom Lecture	.265	.024	.284	11.177	.000
	Simple to Understand	.279	.090	.061	3.103	.002
	Irrelevant	-.493	.136	-.069	-3.622	.000
	EasyClasses	.386	.101	.076	3.805	.000
	Field Exercises	.049	.016	.063	3.060	.002
	Career Opp in Army	.482	.111	.103	4.319	.000
	ROTC Scholarship	.382	.084	.082	3.401	.001
	Social Events	.046	.016	.061	2.988	.003
	Poorly Executed	.660	.219	.058	3.016	.003
	Difficult to Grasp	-.542	.213	-.048	-2.550	.011
	Learned Classroom Training	.06	.022	-.064	-2.555	.011
	GoodQualityInstruction	.207	.095	.044	2.183	.029

a. Dependent Variable: Stay\_Comm

**Including scholarships, family military experience and career opportunities in the Army does not contribute greatly to understanding the decision to commission.**

# Other Important Issues

**The belief that ROTC and being an officer will help in a future civilian career has a greater impact than the influence of cadre, whether the cadet had a mentor or the cadet's response to exciting and fun**

**Correlations**

		<i>ROTC Helps in Future Non-Military Career</i>	<i>Influence of Cadre</i>	<i>MENTOR</i>	<i>Exciting and Fun Activities</i>
<i>Stay_Comm</i>	<i>Pearson Correlation</i>	<b>.207</b>	<b>.182</b>	<b>.023</b>	<b>-.003</b>
	<i>Sig. (2-tailed)</i>	<b>.000</b>	<b>.000</b>	<b>.230</b>	<b>.873</b>

## **Summary of MS3 Retention:**

- ✓ **Although most cadets were planning to commission, a significant number were undecided or determined not to stay to commissioning.**
- ✓ **Why cadets plan to remain until commission:**
  - **Cadets believed that Army ROTC and being an officer will assist in their future civilian careers.**
  - **Cadets remaining believe that a career as an Army officer is a viable choice.**
- ✓ **Influence on commissioning:**
  - **Cadre positively influence.**
  - **Classroom lecture that is low quality has a negative impact.**
  - **Cadre counseling does not positively contribute to retention.**
  - **Scholarships have a positive effect on**

## **Summary of MS3 Retention Implications:**

- ✓ Cadre must continually convince cadets of the inherent benefits of Army ROTC and being an officer in the Army or they will not remain in the program.**
- ✓ Instructional cadre should minimize lecture time, but should make every endeavor to assure that needed lecture is of surpassing quality.**
- ✓ Cadre should not assume that once contracted a cadet will remain in the program.**
- ✓ Commanders at every level should review counseling methods to assure that the results of counseling are not to lower retention.**

## **Research Recommendations Summary**

### **Demographic Issues.**

- ✓ MS3 cadets are more frequently from military families; however, by MS3, military background does not significantly impact on the decision to remain to commission.
- ✓ There is not a demographic profile of cadets who may decide to leave Army ROTC, therefore, cadre must assume that everyone is at some level of risk.
- ✓ There are insufficient numbers of engineering, mathematics and hard science majors among MS3s.

### **Retention Issues.**

- ✓ Perceptions of the validity of Army career and the utility of being an Army officer strongly impact on the decision to continue in ROTC.
  - Need to assure that cadre with direct contact with MS3 cadets demonstrably espouse that the Army has valid career opportunities.
  - Need to develop some testimonials from ex-officers who believe that they did better outside the Army due to their experiences. Statements by CEOs on hiring ex-officers would help as well.
  - Need to identify and remove those who are concerned about their own promotion potential, soured by past personnel decision or who are generally dissatisfied with their current situation.
- ✓ Things to improve retention:
  - *Need to increase financial reliance on Army ROTC.*
  - *Cadets are in an environment non-supportive of commissioning. Cadre need to tune into any commentary that reflects support requirements.*

## **Research Recommendations Summary**

- **Working and student loans continue to negatively impact retention. Need to reduce reliance on these sources of funding, and create a loan repayment program similar to enlisted incentives.**
- **Cadets who applied for scholarships were far more likely to remain to commission. Need to increase the visibility of ROTC scholarships nationally. This may mean reverting to some national scholarship pool for 4-year scholarships.**
- **Applying for a scholarship is more important than getting one. Commitment of the cadet directly links with whether he applied for a scholarship. Hispanics do not apply for scholarships at the rate of white cadets and receive them far less. This impacts retention among Hispanic cadets and processes and information on scholarships needs to be reviewed to assure full Hispanic participation.**
- **Getting a scholarship is correlated to the ethnicity of the cadet, particularly African-Americans. Cadet Command should scholarship awards processes to assure that African-Americans are not in High School to increase the application rates and review the process of scholarship distribution. Given continued reliance for scholarship award on the results of standardized achievement tests and those tests demonstrated linkage to ethnicity and socio-economic status, this may be difficult.**



## **Research Recommendations Summary**

- ✓ **Parents and siblings are the most effective influencers of cadets continuing to commission. Therefore, ROTC must continue communications with the family. Family members could be involved in social events and activities to promote this linkage.**

## **General Comments**

- ✓ **MS3 cadets are generally positive about Army ROTC but there is more lingering doubt about commissioning than one would hope.**
- ✓ **Cadet Command needs to build a story about the benefits of Army officership and promote that story on every campus.**
- ✓ **MS3s who Cadet Command should focus on early information processes, engaging high school and middle school guidance counselors, parents, coaches and other influencers to leverage the existing awareness program.**
- ✓ **If ROTC focuses solely on recruiting on campus, the payoff in terms of retention to commission and quality will be adversely affected.**

## ANOVA - Factorial Analysis of Relationships Between Commissioning Plans and Other Factors

		Sum of Squares	df	Mean Square	F	Sig.
<b>Influence of Parents</b>	Between Groups	1021.699	2	510.849	17.698	.000
	Within Groups	5856.619	2628	28.865		
	Total	6878.318	2630			
Had/Have a Mentor	Between Groups	7.290	2	3.645	.938	.392
	Within Groups	1212.188	2628	3.886		
	Total	1219.478	2630			
<b>Influence of Cadre</b>	Between Groups	253.159	2	126.579	30.089	.000
	Within Groups	1055.371	2628	4.207		
	Total	1308.530	2630			
<b>Influence of Field Exercises</b>	Between Groups	434.449	2	217.225	24.203	.000
	Within Groups	3586.452	2628	8.975		
	Total	4020.902	2630			
<b>Influence of MS Coursework</b>	Between Groups	293.467	2	146.734	18.962	.000
	Within Groups	10336.787	2628	7.739		
	Total	10630.254	2630			
<b>Field Exercises</b>	Between Groups	513.320	2	256.660	30.471	.000
	Within Groups	2135.820	2628	8.423		
	Total	2649.140	2630			
<b>Physically Challenging</b>	Between Groups	2.972	2	1.486	5.964	.003
	Within Groups	654.751	2628	.249		
	Total	657.723	2630			
<b>Effect Major Studies</b>	Between Groups	114.253	2	57.126	5.234	.005
	Within Groups	8684.379	2628	10.915		
	Total	8798.632	2630			
<b>Effect Family Life</b>	Between Groups	182.765	2	91.383	9.336	.000
	Within Groups	5723.677	2628	9.788		
	Total	5906.442	2630			
Robust Economy	Between Groups	26.026	2	13.013	2.183	.113
	Within Groups	5662.830	2628	5.960		
	Total	5688.856	2630			
MSO Effect	Between Groups	7.237	2	3.619	.382	.682
	Within Groups	4870.645	2628	9.464		
	Total	4877.882	2630			

Based on groupings of cadets' plans to commission (no, maybe and yes).

✓ Influence of parents and FTXs had the greatest relationship to cadets' decisions to commission.

✓ Coursework, cadre, physical challenge, family life and major field of study were other effects.

✓ Although there were differences between groups on mentorship and perceptions of robust economy, those differences were not significant.

✓ MSO was insignificant between groups, meaning that MSO did not play a major role in whether cadets were inclined to commission

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 2631.0

Hotelling's T-Squared = 192002.3693 F = 1756.2846 Prob. = .0000

Degrees of Freedom: Numerator = 105 Denominator = 2526

Reliability Coefficients 106 items

Alpha = .8527

Standardized item alpha = .8493

